

TABLE OF CONTENTS

Volume 1

Overview	1
The CRCT	3
Interviews and Document Review	4
2009 Erasure Analysis	5
Standard Deviations Chart	6
DCSS Erasure Analysis	7
Verification of the Erasure Analysis.....	8
Use of the Erasure Analysis in This Investigation.....	11
School Summaries.....	11
West Town Elementary School	13
New Jackson Heights Elementary School	21
Northside Elementary School.....	34
Martin Luther King Elementary School	45
Turner Elementary School.....	54
Alice Coachman Heights Elementary School	65
Morningside Elementary School	73
Sherwood Acres Elementary School	79
Lamar Reese Elementary School.....	87
Sylvester Road Elementary School	90
Radium Springs Elementary School.....	95
Summary Chart.....	100
Glossary.....	101

TABLE OF CONTENTS

Volume 2

2009 vs. 2010	106
Why Cheating Occurred.....	107
Pressure to Meet AYP	107
Fear of Failure.....	108
Failure of Leadership.....	109
James Wilson Report	112
Dianne Daniels.....	113
Dr. Sally Whatley	113
Findings.....	114
Glossary.....	117
Exhibits	122
Exhibit 1.....	122
Exhibit 2.....	148
Exhibit 3.....	194
Exhibit 4.....	196
Exhibit 5.....	233
Exhibit 6.....	262
Exhibit 7.....	292

2009 VS. 2010

The state-wide erasure analysis performed by the Governor's Office of Student Achievement (GOSA) on the 2010 CRCT is additional proof of cheating in 2009, and other years. By the time the CRCT was administered in the spring of 2010, the GOSA 2009 erasure analysis had been made public and Governor Perdue ordered the district to investigate the flagged schools. With public attention focused on the district, and questions about the 2009 CRCT, the Georgia Department of Education sent monitors to observe how the test was administered.

Following the 2010 CRCT, GOSA commissioned another erasure analysis. That study revealed a dramatic drop in WTR erasures, and consequently, the overall percentage of classes flagged plummeted in virtually every school in the "moderate" and "severe" concern categories. For example, West Town Elementary, with the 6th highest percentage of classes flagged in Georgia in 2009, dropped from 77.2% in 2009, to 3.7% in 2010. New Jackson Heights went from 57.9% to 0%; Martin Luther King from 45.6% to 0%. These drops were huge and strongly indicate that in 2009, significant cheating occurred.

The facts support, and the evidence indicates, that cheating occurred in DCSS on the CRCT in 2009. The erasure analysis is no longer a mere red flag; it has been verified by us and is supported by admissions of misconduct or other evidence of cheating in all 11 elementary schools we investigated.

WHY CHEATING OCCURRED

Cheating occurred in DCSS for three primary reasons:

- Pressure of meeting AYP under No Child Left Behind;
- Teachers' and principals' fears of being perceived as a failure; and,
- Failure of leadership at the principal level and, to some extent, by the system's administration and the Board of Education.

Pressure to Meet AYP

A significant motivation for cheating in DCSS was the pressure to meet AYP targets. This system, like many, found making AYP targets challenging. But unlike our findings in the Atlanta Public School System, (where unrealistic internal targets exceeded AYP targets) many in DCSS told us that meeting AYP itself created undue pressure and was a constant emphasis and focus of principals.

In several schools, teachers reported that principals based their annual evaluations on student test scores. At least two teachers who told us they cheated, and explained that they did so because they received a negative evaluation for low student test scores the previous year and feared that receiving another one would result in job loss or sanctions by the PSC.

DCSS is reflective of many systems around the country in that the pressure to meet AYP is constantly present and regularly emphasized by those in leadership positions. This pressure drives some individuals to cross ethical lines. Since the enactment of NCLB, standardized testing has become more about measuring the

teachers, principals and schools than accurately assessing the children's academic progress.

Fear of Failure

Schools, principals and teachers that fail to meet AYP become known as failures throughout the school system and community. The majority of the teachers and administrators we interviewed grew up in or around Dougherty County, went to college there (or nearby) and still have generations of family there. The combination of a relatively small system and a close knit community, with many family ties, meant most everyone was concerned about how others viewed them. In this regard, perception was reality.

Sixty-two percent of the flagged classes in DCSS elementary schools were in the first and second grades. CRCT scores in those grades did not count toward AYP. This raises the question of why anyone would cheat in these classes. Some of those teachers wanted to move up to a higher grade. We were repeatedly told that in DCSS, if a teacher was moved down to first or second grade, it was considered a demotion. It became apparent that these teachers, also, were concerned about the perception of how their students' performance reflected on their teaching ability. As told to us by one teacher, "Everybody wanted to be first, and nobody wanted to be last."

That teacher placed great emphasis on the “nobody wanted to be last” portion of her statement. This was a refrain we heard many times from both teachers and principals.

Failure of Leadership

Failure of leadership at all levels, including the Board of Education, contributed to cheating in DCSS. This management breakdown ranged from principals actively participating in cheating to failing to properly monitor testing. Even though many principals had no knowledge of cheating in their school, they are ultimately responsible for “all testing activities” in their local school.

An imbalance existed between the Board’s authority and the Superintendent, Dr. Sally Whatley. Georgia law establishes certain lines that must be maintained between the Board and the Superintendent. O.C.G.A. § 20-2-61 states that “the fundamental role of a local board of education shall be to establish policy for the local school system with the focus on student achievement.” It further states that “the fundamental role of a local school superintendent shall be to implement the policy established by the local board.”

More importantly, that Code section states “it shall not be the role of the local board of education or individual members of such board to micromanage the superintendent in executing his or her duties, but it shall be the duty of the local

board to hold the local superintendent accountable in the performance of his or her duties.”

Although code section 20-2-61 did not go into effect until July 1, 2010, these separations of responsibilities have been articulated and expected by the Southern Association of Colleges and Schools (SACS) and made part of training for school board members and superintendents by the Georgia School Board Association (GSBA) and the Georgia Department of Education for many years.

Apparently these lines of demarcation have a long history of being breached by the local board of education in Dougherty County.

During Dr. Whatley’s tenure, the tendency of some board members to micromanage, and Dr. Whatley’s unwillingness to prevent them from doing so, placed the Board and Superintendent relationship in an unbalanced position and weakened the authority of the Superintendent. Dr. Whatley abdicated the authority she needed to correct, sanction or terminate educators.

Due to the Board’s failure to support the Superintendent, and her refusal to assert herself, she could not fully and effectively administer matters of employee discipline.

This superintendent/board relationship led to an impotent system of employee discipline. We are aware of numerous situations that demanded prompt termination or other significant action. The administration and the board found

ways to avoid terminations and often reduced punishments to an absurd sanction. The end result was a system where there was little fear of the consequences for wrongdoing, therefore misconduct went unabated.

This imbalance has previously been brought to the attention of DCSS. In 2007, SACS completed their five year review of DCSS. One of the points of concern which was raised in their report was the failure of the Board and the Superintendent to keep clear lines of demarcation between policy and administration. Apparently the Board and Superintendent failed in the years since then to address this issue. Unfortunately, this imbalance continues between Dr. Whatley's successor, Dr. Joshua Murfree, and the Board.

The failure to adhere strictly to appropriate roles weakened the authority of the Superintendent. Many of those who worked in the system had a sense that they could do whatever they wanted and nothing would happen to them. With the authority of the Superintendent diminished, it enhanced the authority of principals. Thus, the teachers and principals who were inclined to cheat had little fear of reprisal. They developed a sense of security in their jobs that emboldened them to cross ethical lines. We find that some believed they could cheat with impunity. Additionally, when it came to the possibility of cheating on the CRCT, both Superintendents Whatley and Murfree had a certain naiveté, refusing to believe that cheating could ever occur. This blindness helped contribute to the problem.

These Board issues are beyond the scope of our charge, except to the extent they created a culture whereby some principals and teachers believed they could cheat and get away with it. We believe, however, that the issue of Board and Superintendent roles require further review.

JAMES WILSON REPORT

When Governor Perdue ordered DCSS to conduct an investigation based on the 2009 CRCT Erasure Analysis, the Board retained James Wilson of Education Planners to conduct its investigation, despite his total lack of investigative experience and his being otherwise unqualified to perform such an inquiry.

Dr. Whatley recommended Wilson because she thought that some members of the Board, who had confidence in him, would be reluctant to approve an “investigator” she selected.

In conducting what he called an investigation, Wilson claims he reviewed test answer documents at the CTB McGraw-Hill facility in Indianapolis, reviewed DCSS training procedures, assessed whether DCSS followed all testing protocols, and interviewed witnesses (although he could not tell us who or how many). He failed to interview principals and testing coordinators at the flagged schools who most certainly possessed probative information that would have been useful to the Governor and others in determining what happened in DCSS with regard to the 2009 CRCT. Not surprisingly, James Wilson found no evidence of cheating.

Once the new Superintendent, Joseph Murfree, was hired, Wilson met with him. Superintendent Murfree's position was that no cheating occurred and that Wilson's investigation was over.

Ultimately, Governor Perdue rejected both Wilson's initial report dated April 28, 2010, as well as his July 12, 2010 supplemental report.

Dianne Daniels

Daniels, Assistant Superintendent for Curriculum and Instruction, answered directly to the Superintendent. According to the management structure at DCSS, Renee Bridges, who was the system's test coordinator reported to Daniels.

While Daniels was the titular second-in-command and Bridges fell under her supervision, she failed to involve herself in the testing process in any meaningful way. Her failure to actively participate in the oversight of the testing process helped create a leadership vacuum, and further empowered principals and teachers to act with a level of impunity whereby cheating occurred. Thus, she cannot absolve herself from contributing to the creation of an environment where this misconduct could fester.

Dr. Sally Whatley

Dr. Whatley, Superintendent of the DCSS, was ultimately responsible for honestly and accurately reporting information to the State of Georgia regarding the evaluation of students. She certified to the Georgia Department of Education that

the district “adhered to all written regulations and procedures relating to testing and test administration including the distribution and collection of test materials, test security, use of these results and department testing dates and the reporting of irregularities” as required by the relevant guidelines and test manuals. It is our finding from the statistical data and other evidence that Dr. Whatley’s certification to the state was erroneous.

Dr. Whatley failed in her leadership of, and ultimate responsibility for, testing activities and for ensuring the ethical administration of the CRCT in 2009. This resulted in, and she is responsible for erroneously reporting the evaluation of students to the State Department of Education with regard to the results of the 2009 CRCT in the DCSS system.

FINDINGS

We found cheating in all of the schools we investigated. There were 49 individuals who were involved in some manner of misconduct with regard to the 2009 CRCT. The principals of all 11 schools we investigated were found to be either responsible for having failed in their duty to supervise testing, or to be directly involved in criminal conduct. Three principals refused to answer our questions by invoking the Fifth Amendment, which for our purposes is an implied admission of wrongdoing.

In eight of the 11 schools, we obtained confessions of cheating. A total of 18 educators confessed to cheating.

Cheating was widespread in some schools, while in others it was limited to certain classes or grades. At many schools, the cheating was coordinated or directed by the principal. However, at some of the schools, the cheating occurred inside the classroom without the knowledge of the principal or test coordinator. In many instances, the lack of discipline and oversight raised many questions regarding the integrity of the administration of the tests. We believe the “clean-up committees” were used as a ruse to illegally alter test documents, especially in first and second grades where the answers are contained in the booklet.

We believe the largest proportion of the cheating occurred in first and second grades because it was easier to cheat in these grades without getting caught. The teachers read the tests to the students and could prompt pupils when they had the wrong answer, use voice inflection and facial expressions to suggest the correct answer or simply give students the answers. Additionally, both the test questions and answers are in the same document.

Another creative way of cheating was only reading a few of the answer options to increase the likelihood of a correct response. Although the first and second grade test scores did not count toward AYP, the teachers in those grades

did not want to be looked upon as “failing” teachers or receive a negative evaluation.

In contrast, in the third through fifth grades, the cheating occurred less frequently and was more isolated. We believe that there was less cheating in these grades due to the system’s Test Coordinator Renee Bridges’ efforts to strictly enforce the testing protocols, which made it more difficult to cheat without the principal or school test coordinator’s knowledge. Unfortunately, some educators still found ways to circumvent the system (and Ms. Bridges) to cheat anyway.

On the other hand, Ms. Bridges acknowledged that she told test coordinators that they could further darken answers that were lightly shaded, and further erase answers that appeared to be incompletely erased.

The Georgia Department of Education Student Assessment Handbook, 2008-2009 which governs all standardized test administration allows for the erasure of “all stray pencil marks and smudges from the answer documents. On the other hand, it is a breach of test security if anyone “alters or interferes with examinees’ responses in any way.” This instruction, while perhaps well meaning, is questionable under these rules and afforded a shield of protection for many that we believe acted illegally.

GLOSSARY

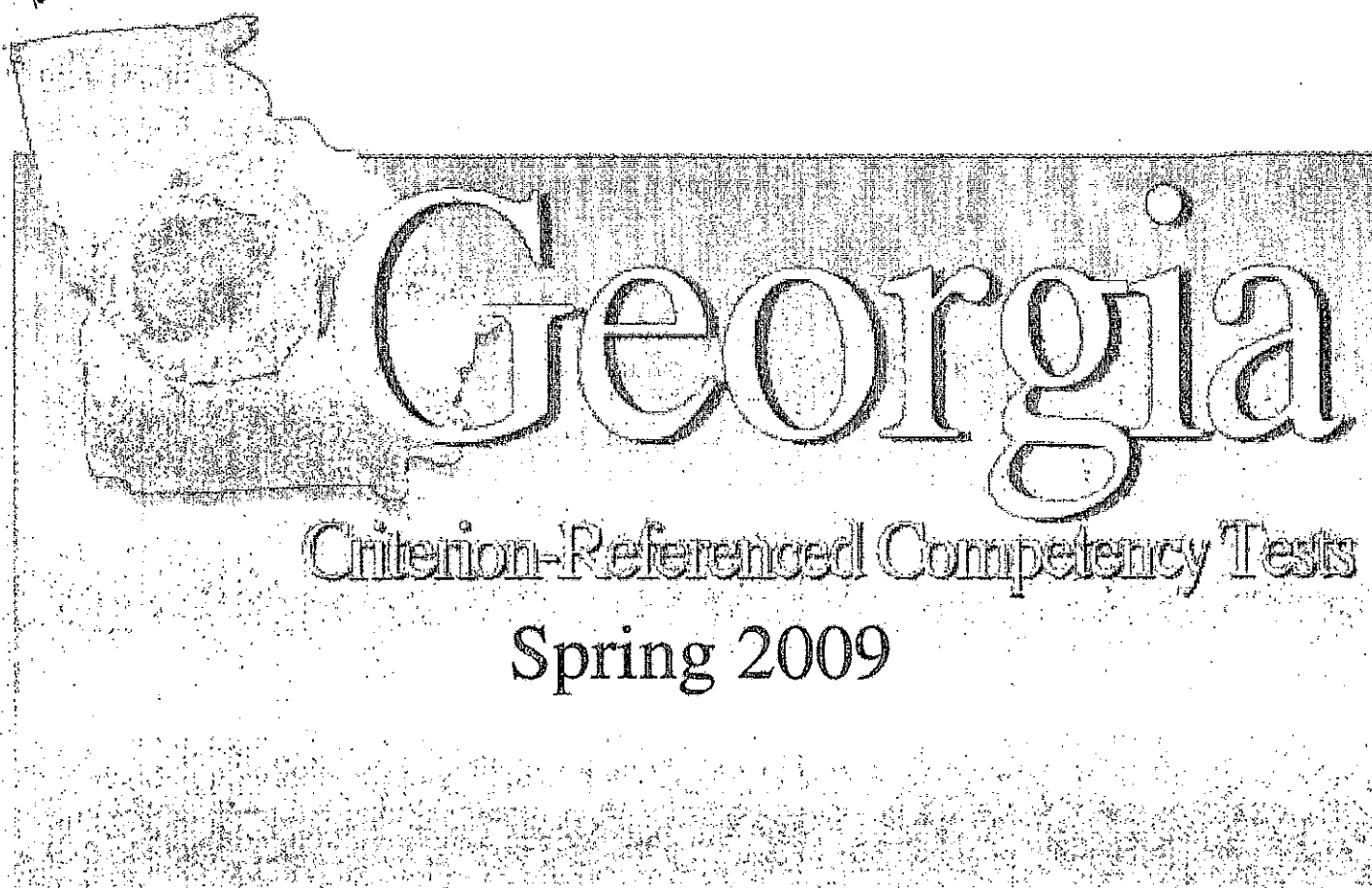
TERM	DEFINITION
AYP	Adequate Yearly Progress. Part of the federal No Child Left Behind Act of 2001, AYP is a measure of year-to-year student achievement on statewide assessments. Schools, school districts, and states must demonstrate a certain level of performance on reading and/or language arts and mathematics assessments. Schools that do not “meet AYP” for two consecutive years in the same subject area are designated as schools in “Needs Improvement.”
Certified educator	Individuals trained in education who hold teaching, leadership, service, technical specialist, or permit certification issued by the PSC.
Classroom level data	CRCT erasure analysis data for specific teacher or homeroom, including the subject tested, number of students, total number of wrong to right erasures, and resulting standard deviation.
Confessed	Admitted to the truth of a charge or accusation.
CRCT	Criterion-Referenced Competency Test. A standardized test used by Georgia as the AYP assessment tool for elementary and middle schools. Tests grades 1-8 in reading, English/language arts, and math. In addition, grades 3-8 are tested in science and social studies.
CRCT subject areas	Subjects tested on the CRCT. First and second grades are tested in Reading, English Language Arts, and Math. In addition to those subjects, grades three through eight are tested in Social Studies and Science. One subject is tested per day.
Departmentalize	Where a specific subject is taught by one teacher to students from different homerooms on the same grade level. The students may rotate among classrooms during the day to learn different subjects from designated teachers.
EIP	Early Intervention Program – a program designed to serve students in grade K-5 who are at risk of not reaching or maintaining academic grade level, to help

	them to obtain the necessary academic skills to reach grade level performance in the shortest possible time.
ELA	English /language arts
Fifth (5 th) Amendment	The privilege against self-incrimination grounded in the Fifth Amendment to the U.S. Constitution, providing that no person will be compelled to be a witness against himself. In a criminal case, if a defendant invokes the 5 th Amendment and refuses to testify, he may not be presumed guilty based on that refusal. However, in a civil case, if a witness invokes the 5 th Amendment and refuses to answer questions concerning whether he or she committed a particular act, “it creates an implied admission that a truthful answer would tend to prove that the witness had committed the act.” <i>Perez v. Atlanta Check Cashers, Inc.</i> , 302 Ga. App. 864, 870 (2010).
Flagged	Designated as being more than three (3) stand deviations outside of the state norm for wrong-to-right (WTR) erasures, as determined by the GOSA erasure analysis. A school was considered “flagged” when more than 20% of its classes had greater than three standard deviations above the norm on WTR erasures on the CRCT.
GOSA	G overnor’s O ffice of S tudent A chievement. State agency which provides accountability for Georgia's schools, pre-K through postsecondary levels. The intent is to improve student achievement and school completion in Georgia.
GTR ID#	Unique identification number assigned to each student.
IEP	I ndividualized E ducation P rogram. Free, appropriate, public special education services which students with certain disabilities or impairments are eligible to receive. An IEP is a written plan developed by a team of teachers, other qualified personnel, parents, guardians, and the student if appropriate.
Implicated	Shown to be also involved, usually in an incriminating manner.
ITBS	I owa T est of B asic S kills – a national standardized test given to grades K-12, testing students in different

	subject areas. Each student is given a percentile score comparing them to overall national results, and a grade equivalent indicating the student's progress in a hypothetical academic curriculum
LA	Language arts
MA	Mathematics
Meets, exceeds	Refers to a measurement, usually expressed as a percentage, of students who "met" or "exceeded" state standards in certain core curriculum subjects (math, reading, English/language arts, science, and social studies) as measured by the CRCT.
Monitors	Persons assigned to a school to observe test administration procedures; e.g. test distribution, test collection, storage of test materials. Observes testing sites to see that schedules are being followed, reports unusual activity.
Names of Students and Parents	We have not used the actual names of students and parents who have provided information to us during our investigation in order to protect their privacy.
Parapro/paraprofessional	A person who may have less than professional-level certification, who relates in role and function to a professional and does a portion of the professional's job under the professional's supervision, and whose decision-making authority is limited and regulated by the professional. O.C.G.A. § 20-2-204. Georgia paraprofessionals must be certified by the PSC.
PDP	Professional Development Plan. A plan developed and implemented to correct perceived deficiencies in performance of teachers and administrators, used to encourage and support improvement in specific areas.
PEC	Program for Exceptional Children. Program offering specialized, educational testing, evaluation and other services to eligible children with certain disabilities or impairments. Each eligible student must have an IEP.
Preponderance of the evidence	A standard of proof in civil cases. Evidence which is of greater weight or more convincing than the evidence which is offered in opposition to it; that is, evidence which as a whole shows that the fact sought to be proved is more probable than not.

Proctors	Persons assigned to monitor classrooms or other specific areas during testing; circulate to observe students and discourage misconduct; assist test examiner to maintain testing security; report unusual activity or irregularities.
Prompting	Assisting students during testing by use of verbal or nonverbal cues. Examples include voice inflection, pointing to answers, repetition or rephrasing of words or passages, physical cues, movements, sounds, or signals meant to suggest or convey the answer or encourage students to erase and change an answer.
PSC	Professional Standards Commission. A state agency created “to set and apply high standards for the preparation, certification, and continued licensing of Georgia public educators.” The PSC also handles the investigation and due process of cases referred for disciplinary action.
RD	Reading
Read Aloud Accommodation	Accommodation provided during testing for students with certain disabilities. A “standard” read aloud accommodation calls for oral reading of test questions in English by a reader or other assistive technology. A “conditional” read aloud accommodation applies to the Reading CRCT (where reading passages are read aloud), but there are stricter eligibility requirements and may not be used for 1 st and 2 nd grade students according to Ga. DOE.
Social promotion	The practice of promoting a student from one grade level to the next on the basis of age rather than academic achievement.
Standard deviation	A measure of the variability or dispersion of a distribution of scores that represents the average difference between individual scores and the mean. The more the scores cluster around the mean, the smaller the standard deviation.
Student level data	CRCT erasure analysis data for each individual student for each subject tested (RD, ELA, MA) showing the total number of erasures made on that test, and the number of those erasures that changed from wrong to right.

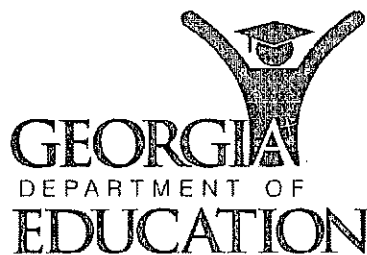
Stray marks	Pencil markings made on answer sheets that are visible outside of the “bubble” or oval area where answer choices are to be marked.
Testing accommodation	A change in a test administration that modifies how a student takes or responds to the assessment. Accommodations are designed to provide equity and serve to level the playing field for students with disabilities and English Language Learners.
Totality of the evidence	Finding or conclusion based on all of the circumstances of a particular case, rather than any one factor.
Unit Test	Test given to measure performance in a specific subject or unit of instruction.
WTR	Wrong To Right = an incorrect answer choice is erased and changed to a correct answer choice on an answer sheet, as detected by erasure analysis using high speed optical scanners.



Test Examiner's Manual

**Grades 1 and 2
Online Shell**

Reading, English/Language Arts, and Mathematics



Georgia Department of Education
Kathy Cox, State Superintendent of Schools

21168-ws

Copyright © 2009 by the Georgia Department of Education

Payne 03617

Secure Test Materials—Do Not Copy

All test booklets and supporting materials associated with the Criterion-Referenced Competency Tests (CRCTs) are confidential and secure. No part of any test booklet may be reproduced or transmitted in any form or by any means, including but not limited to electronic, mechanical, manual, or verbal (e.g., photocopying, recording, paraphrasing—rewording or creating mirror items for instruction—and/or copying). CRCT materials must remain secure at all times and (excluding the *School and System Test Coordinator's Manual*, the *Test Examiner's Manual* for grades 3 through 8, and the online shell for the grades 1 and 2 *Test Examiner's Manuals*) cannot be viewed by any individual or entity prior to or after testing. (*Test Examiner's Manuals* for grades 1 and 2 are secure.) To do so is a direct violation of testing policies and procedures established by Georgia law (§20-2-281) and the State Board of Education (Rule 160-3-1-.07(2)(i)3) in addition to copyright laws and Georgia professional ethics for educators. CRCT materials may not be provided to any persons except those conducting the test administration and those being tested. All test booklets (used and unused) and all supporting materials must be accounted for and returned at the completion of the test administration and in the manner prescribed in the *School and System Test Coordinator's Manual*.

TABLE OF CONTENTS

Introduction.....	1
Purpose of This Manual	1
Test Materials.....	2
Test Security.....	2
Preparing for the Test.....	3
Scheduling the Test	5
Administering the CRCTs.....	6
Administering the Braille Version of the CRCTs	8
Administering the Large-Print Version of the CRCTs	8
Completing the Student Identification Information	9
Directions for Administering the Reading CRCT.....	*
Directions for Administering the English/Language Arts CRCT	*
Directions for Administering the Mathematics CRCT	*
Post-Testing Activities	12
Encoding Student Information.....	12
Completing Sections 9–14: “For Teacher Use Only”	12
Completing Sections 15 and 16: “State-Directed Use Only”	17
Completing the Group Information Sheet.....	18
Returning Materials to the School Test Coordinator	20
Checklist for Test Examiners	21

* Directions for administering the Georgia CRCTs are omitted from this online version.

THIS PAGE INTENTIONALLY LEFT BLANK

INTRODUCTION

Georgia's Criterion-Referenced Competency Tests (CRCTs) are designed to measure student acquisition of the knowledge and skills set forth in the state's Georgia Performance Standards (GPS). Legislated by Georgia lawmakers, the Reading, English/Language Arts, and Mathematics assessments were developed to yield information at the student, class, school, system, and state levels. The primary purpose of the CRCTs is to provide a valid measure of the quality of educational services provided throughout the state.

The Georgia CRCTs are comprehensive tests made up of multiple-choice items that map to the GPS. Each *Student Test Booklet* contains all three content areas. Each content area test is made up of two sections; each section is timed for up to 70 minutes.

Students will work through the CRCTs with the Test Examiner, using no resource materials during testing. **Students in grades 1 and 2 should mark only their answers in the *Student Test Booklets* (using a No. 2 pencil), and may not otherwise write in the booklet or use a highlighter to mark words or passages.** Calculators are not allowed during any part of the Mathematics test. Scratch paper, provided by the Test Examiner, can be used during the Mathematics test only.

PURPOSE OF THIS MANUAL

This *Test Examiner's Manual* provides procedural information as well as detailed instructions for administering the CRCTs. It is imperative that the CRCTs be administered according to the directions in this manual. If you have any questions, contact your School or System Test Coordinator.

Uniform test administration is needed to ensure high-quality assessment data. To ensure this uniformity, the Test Examiner's responsibilities are clearly outlined and detailed in this manual. Step-by-step instructions for administering the test are designed to protect its integrity and security and must be followed exactly. It is recommended that Test Examiners read this manual and become thoroughly familiar with all CRCT administration procedures before administering the tests.

Payne 03621

TEST MATERIALS

In addition to this manual, you will receive all test materials from the School Test Coordinator. The *Student Test Booklets* will be presorted into class packs of 20 and 5 and must remain in their shrink-wrapped packs until they are distributed to Test Examiners. *Student Test Booklets* for grades 1 and 2 are machine-scannable; therefore, it is important that all pages remain free of stray pencil marks or loose eraser bits and that they not be folded, clipped, stapled, banded, taped, or torn. Students in grades 1 and 2 will use one *Student Test Booklet* to record their answers.

Each test consists of multiple-choice questions. Sample items are provided to acquaint students with the correct procedures for recording answers, and directions for filling in answers are provided in the *Student Test Booklet*.

NOTE: Materials are shipped to arrive a few days before your school's nine-day testing period. Contact your School or System Test Coordinator for your scheduled test window.

TEST SECURITY

The CRCTs are secure tests. Maintaining the security of all test materials is crucial to obtaining valid and reliable test results. Therefore, test materials must be kept in locked storage, except during actual test administration. Access to secure materials must be restricted to authorized individuals only (e.g., Test Examiners and the School Test Coordinator). It is the direct responsibility of all individuals who administer the test to follow security procedures.

Student Test Booklets and the items therein are to be used solely for test purposes and may not be disclosed or used for any other purpose. *Student Test Booklets* must remain in their shrink-wrapped packages until they are distributed to Test Examiners. Shrink-wrapped packages may be broken only for partial-count needs or for distribution to examinees. *Student Test Booklets* from opened shrink-wrapped packages must remain individually sealed until examinees are directed to break the seal during test administration.

The CRCTs must be administered by a certified educator. All three content area tests for grades 1 and 2 are read aloud to students by the Test Examiner. Test Examiners must follow all directions and read the scripts for all test items word for word as they appear in the *Test Examiner's Manual*. For information on Accommodations, see pages 12–16 in this manual.

During test sessions, Test Examiners are directly responsible for the security of the tests and must account for all test materials at all times. When the materials are not in use, they must be kept in locked storage. At the conclusion of each day's test session, Test Examiners must return all used and unused test materials to the School Test Coordinator.

Test Examiners must make sure that students write their names on their *Student Test Booklets* on the first day of testing. Students should also write their names on their scratch paper (for the Mathematics test) to help account for materials at the end of each test session.

Testing conditions, especially the supervision and seating arrangements of students, should be designed to minimize the potential for cheating. The Test Examiner must supervise the test administration at all times. **All instances of test security breaches and testing irregularities must be reported to the School Test Coordinator immediately.** If questions arise, or if any situations occur that could cause any part of the test administration to be compromised, please have your System Test Coordinator contact Assessment and Accountability as soon as possible at (800) 634-4106 or (404) 656-2668.

PREPARING FOR THE TEST

1. Materials should be distributed to Test Examiners early on the first day of testing in order to allow sufficient time for completion of the student identification information. Test Examiners must apply student pre-ID labels or, in cases where there is no pre-ID label, fill out all of the student and school information on the *Student Test Booklet* for each student participating in the CRCT. Sections 1 through 7 must be completed according to the directions in "Completing the Student Identification Information" (see page 9).
2. This *Test Examiner's Manual* will be used to administer the CRCTs in Reading, English/Language Arts, and Mathematics. Each content area test consists of multiple-choice items. All content area tests are included in the *Student Test Booklet*. Students in grades 1 and 2 will use the *Student Test Booklet* to record their answers.
3. One proctor for grades 1 and 2 is recommended. When more than 30 students are to be tested in one location, the assistance of a proctor is **required**. Proctors may help Test Examiners with room preparation and monitoring.
4. Before administering the CRCTs, make sure that you have the following materials:
 - A copy of this *Test Examiner's Manual*
 - One *Student Test Booklet* for each student
 - Pre-ID labels with precoded student information
 - Two No. 2 pencils with functional erasers for each student
 - Blank scratch paper for the Mathematics test (at least two sheets for each student)
 - A timing device, such as a clock or watch, to keep track of time during the test administration
 - A "Testing—Do Not Disturb" sign to post on the classroom door

Payne 03623

5. Arrange test materials so that they can be distributed in an organized and efficient manner.
6. Systems will receive pre-ID labels to pre-identify demographic information on *Student Test Booklets*. **Follow these instructions carefully to provide the correct student demographic information on each *Student Test Booklet*:**

- For enrolled students, place pre-ID labels on the front covers of the *Student Test Booklets*, in the space marked "PLACE STUDENT LABEL HERE."
- Verify that the information printed on the pre-ID labels is accurate (system name, system ID, school name, school ID, teacher name, student name, FTE Student ID and GTID numbers). **If any errors are found, do NOT use the incorrect label.** Instead, notify the School Test Coordinator. If the information on the pre-ID label is incorrect, Test Examiners should fill in the student demographic information on the *Student Test Booklet* following the directions in this manual (see page 9). Any incorrect information on pre-ID labels should be corrected in the system's student records. **Do not change the label in any way.** Apply only correct pre-ID labels to the *Student Test Booklets*.
- Not all information included in the pre-ID label is visible. Only specified fields may be seen on the label, as indicated above. Student demographic information (including ethnic group, gender, and date of birth) is included in the pre-ID label and should not be filled in on the *Student Test Booklets*. **Student demographic information on the pre-ID label will override any hand-filled information for all students.**
- Even with a pre-ID label, the Test Examiner will still need to complete Section 1 on the front cover for all students, as well as the "For Teacher Use Only" section on the inside front cover, if applicable.

NOTE: *Student Test Booklets* are designated by a Form number, which is printed on the front cover of each test booklet.

- If the student is new to the school/system or for any other reason does **not** have a pre-ID label, follow the instructions in this manual to fill in the student demographic information on the *Student Test Booklet* (see page 9). All fields should be completed accurately (including the FTE Student ID and GTID numbers). Test Examiners should have a complete list of FTE Student ID and GTID numbers prior to testing.

Payne 03624

7. Before beginning the test, make sure that each student has the following:
 - One *Student Test Booklet*
 - Two No. 2 pencils with functional erasers
 - At least two sheets of blank scratch paper for the Mathematics test
8. Each student's workspace should be large enough to accommodate an open *Student Test Booklet*. Workspaces should be cleared of all other materials. During testing, students should be separated by a reasonable distance to encourage independent work and to prevent collaboration. **Posters, charts, and other instructional materials related to the content being tested should not be displayed in the classroom or otherwise made available to students during test administration.** Take down or cover all such material.
9. You may want to plan an activity for students who finish early. Students may read a book or do other work if they finish early, but this activity must be unrelated to the content being tested and students should not be permitted to open their *Student Test Booklets* again.

SCHEDULING THE TEST

The Reading, English/Language Arts, and Mathematics CRCTs will be administered to students within the state testing window of April 6 through May 8, 2009. **Systems will choose one nine-day testing period within this window.**

All students should be tested in surroundings that will provide them with the opportunity to do their best work on the test. In schools where students in several classes are being tested, each classroom of students must take the same test at the same time.

The CRCTs must be administered in the order prescribed: Reading, English/Language Arts, and Mathematics. Each section of each test must be administered in one block of time. Approximately halfway through the administration of each content area test (between Sections 1 and 2), students should be given a 10-minute break. Alternatively, students may take a lunch break between Sections 1 and 2. **Both sections of a content area test must be administered on the same day.** Under no circumstances may a content area test be split across multiple days—to do so is a direct violation of test security.

The administration time for the CRCTs, as indicated in the following table, should be sufficient for students to complete each test section. The scripting process may increase the administration time slightly. In such cases, testing should continue as long as students are productively engaged in completing the test. Students should be given a few minutes at the end of each test section to review independently any items they have not answered. Time may be called before 70 minutes if **all** students have completed the respective section.

Payne 03625

CRCT ADMINISTRATION SCHEDULE, GRADES 1 AND 2		
CONTENT AREA	TASK	TIME ALLOTTED
Reading	Distribute <i>Student Test Booklets</i> and read directions	Approximately 10–15 minutes
	Test Administration—Section 1	Approximately 45–70 minutes
	Break	(10 minutes or lunch)
	Test Administration—Section 2	Approximately 45–70 minutes
	Total Administration Time	Approximately 110–165 minutes
English/Language Arts	Distribute <i>Student Test Booklets</i> and read directions	Approximately 10–15 minutes
	Test Administration—Section 1	Approximately 45–70 minutes
	Break	(10 minutes or lunch)
	Test Administration—Section 2	Approximately 45–70 minutes
	Total Administration Time	Approximately 110–165 minutes
Mathematics	Distribute <i>Student Test Booklets</i> and read directions	Approximately 10–15 minutes
	Test Administration—Section 1	Approximately 45–70 minutes
	Break	(10 minutes or lunch)
	Test Administration—Section 2	Approximately 45–70 minutes
	Total Administration Time	Approximately 110–165 minutes

ADMINISTERING THE CRCTs

This *Test Examiner's Manual* should be used to administer the Reading, English/Language Arts, and Mathematics CRCTs. Before you administer the CRCTs, make sure you have extra No. 2 pencils available and that students' desks are cleared of all other materials.

Test Examiners must make sure that students write their names on their *Student Test Booklets* on the first day of testing. Students should use the same *Student Test Booklet* on all subsequent days of testing.

Because the printed *Test Examiner's Manuals* for grades 1 and 2 contain secure test items, they must be treated in a secure manner and returned to the School Test Coordinator at the conclusion of each test session with all other test materials. Test items must be read exactly as they are scripted in the printed *Test Examiner's Manual*. **Under no circumstances may Test Examiners deviate, in any way, from the script—to do so is a direct violation of test security.** Test items should be read at a normal pace and in a normal tone of voice.

Payne 03626

Some students may not be familiar with how to fill in answers. To familiarize students with the correct procedure, sample items are provided at the beginning of each content area test. During each test session, circulate around the room and check to see that students are recording their answers in the correct section of their *Student Test Booklets*. This process will be referred to on subsequent pages as “circulate and check.”

Students in grades 1 and 2 should mark only their answers in the *Student Test Booklets* (using a No. 2 pencil), and may not otherwise write in the booklet or use a highlighter to mark words or passages.

All content area tests for grades 1 and 2 must be read aloud to students. All information to be read to students has been scripted for Test Examiners and must be read exactly as it appears in the printed *Test Examiner's Manual*. **Any graphics (such as tables, pictures, or charts) associated with items should not be described to students.** Use your professional judgment in responding to student questions that arise during the testing session. **You may clarify directions; however, under no circumstances should you reword test items, suggest answers, or evaluate student work during the testing session.** You may repeat (verbatim) a test item one time after your initial reading, but each test item may be read no more than two times.

Test Examiners are cautioned that voice inflection can clue students in to the correct response or make other answer choices more confusing. Questions and response options should be read in such a manner as to minimize the impact of inflection, word emphasis, or reading style. If necessary, take time before the administration to practice reading appropriately.

Read word for word all text that is boxed and printed in **boldface type** and preceded by the word *Say*. Text that appears in regular type or *italics* should not be read aloud to the students.

For the Mathematics test, students should be given at least two sheets of blank scratch paper. Students must print their names in the upper right-hand corner of each sheet of scratch paper they receive. Students may ask for more scratch paper during the test administration, if necessary. All scratch paper must be accounted for and returned to the School or System Test Coordinator with the other test materials. **Unless specified by a student's IEP, calculators are not allowed on the Mathematics test.**

If testing is interrupted at any time during the test session (by a fire emergency or a child becoming ill, for example), note the time the interruption begins so that you can calculate the amount of reserved time the student(s) will need to complete the test session. If students must leave the room during testing, be sure to lock the door to ensure the security of the test materials. If you have any questions about an individual situation, please contact your School or System Test Coordinator.

Payne 03627

ADMINISTERING THE BRAILLE VERSION OF THE CRCTs

The directions in this manual also apply to the administration of the Braille version of the CRCTs. Additional Braille instructions are as follows:

- Disregard references to class packs. The Braille test books will be individually packaged.
- References to specific page numbers in the standard Form 1 *Student Test Booklet* may be incorrect for the Braille version. In order to supply the correct page numbers and other references, Test Examiners need to review—prior to testing—all test materials that accompany the Braille test book, including the supplemental instructions, the standard Form 1 *Student Test Booklet*, and the standard Form 1 *Test Examiner's Manual*.
- The Test Examiner must complete the student identification information for each student on a standard Form 1 *Student Test Booklet*. The Test Examiner must also print the student's name, teacher, school, and system on the front cover of the Braille test book.
- Indicate on the inside front cover of the standard Form 1 *Student Test Booklet* that the student was administered the Braille version by filling in the circle next to the word "Braille" in Section 12.
- Because extra time may be needed for administering the Braille version, it is recommended that students be tested individually or in a small-group setting.
- Test Examiners who administer the Braille version will use the standard Form 1 *Test Examiner's Manual* throughout testing.
- The Test Examiner or proctor must fill in student responses on the standard Form 1 *Student Test Booklet* exactly as the student dictates. Under no circumstances should a student's answer be altered or edited—to do so is a direct violation of test security.
- Keep the transcribed standard Form 1 *Student Test Booklet* with the other used *Student Test Booklets* from the student's class. The School Test Coordinator should return the Braille test books with the nonscorable shipment.

ADMINISTERING THE LARGE-PRINT VERSION OF THE CRCTs

The directions in this manual also apply to the administration of the Large-Print version of the CRCTs. Additional Large-Print instructions are as follows:

- Disregard references to class packs. The Large-Print test books will be individually packaged.
- The Test Examiner must complete the student identification information for each student on a standard Form 1 *Student Test Booklet*. The Test Examiner must also print the student's name, teacher, school, and system on the front cover of the Large-Print test book.

Payne 03628

- Indicate on the inside front cover of the standard Form 1 *Student Test Booklet* that the student was administered the Large-Print version by filling in the circle next to the words “Large-Print” in Section 12.
- Because extra time may be needed for administering the Large-Print version, it is recommended that students be tested individually or in a small-group setting.
- Students who use a Large-Print version should record their answers directly in the Large-Print test book by circling the letters for their selected answers, writing their responses, or by using a similar marking system. The Test Examiner or proctor must then transcribe student responses into the standard Form 1 *Student Test Booklet* exactly as they appear in the Large-Print test book. Under no circumstances should a student’s answer be altered or edited—to do so is a direct violation of test security.
- Keep the transcribed standard Form 1 *Student Test Booklet* with the other used *Student Test Booklets* from the student’s class. The School Test Coordinator should return the Large-Print test books with the nonscorable shipment.

COMPLETING THE STUDENT IDENTIFICATION INFORMATION

If a student has a pre-ID label, only Section 1 will need to be completed on the front cover of his or her *Student Test Booklet* prior to test administration. If a student does *not* have a pre-ID label, *all* the student identification information will need to be completed on the front cover of his or her *Student Test Booklet* prior to test administration. Please follow the instructions below.

Section 1: Student Name, Teacher, School, System

Using a No. 2 pencil, print the student’s name, the teacher’s name, and the school and system names in the spaces provided.

Section 2: Last Name, First Name, Middle Initial

In the boxes below “Last Name,” print the letters of the student’s last name, starting in the first box on the left. Do not leave any spaces between the letters in the last name. If the last name does not fit, print as many letters as you can. In the boxes below “First Name,” print the letters of the student’s first name, starting in the first box on the left. This should be the student’s full first name, not a nickname. Do not leave any spaces between the letters in the first name. If the first name does not fit, print as many letters as you can. In the box below “M,” print the initial letter of the student’s middle name, if applicable. Complete Section 2 by completely filling in the corresponding circles under the letters that you printed. For example, if you wrote “r,” you should fill in the circle containing “R.”

Payne 03629

Section 3: Date of Birth

Fill in the circle beside the month in which the student was born. Then, print the student's birthday and year in the appropriate boxes, and fill in the corresponding circles under "Day" and "Year." Days under 10 should begin with "zero." For example, if the student's birthday is on the fifth day of the month, you should print and fill in "zero-five."

Section 4: Gender

Fill in the circle next to the appropriate gender for the student.

Section 5: Racial/Ethnic Background

Fill in the circle next to the ethnic group that best describes the student. You should fill in only one circle: Asian/Pacific Islander, Black/Non-Hispanic, Hispanic, American Indian/Alaskan Native, White/Non-Hispanic, or Multiracial.

Section 6: GTID

Print the student's GTID number in the boxes, and fill in the corresponding circles under the numbers.

NOTE: A GTID is a Georgia Testing Identifier that is used to track and maintain a student's data within the Georgia Department of Education's data warehouse and the local Student Information System. All PK–12 students that attend a public school in Georgia must have a GTID. The GTID is the key identifier used in all state data collections.

Section 7: FTE Student ID

Print the student's FTE number in the boxes, and fill in the corresponding circles under the numbers.

NOTE: It is imperative that the student ID number printed in this section be the same as the number that the school or system uses to report FTE-type information to the state. Locally assigned student ID numbers should **not** be used if they do not correspond with state-reported information.

Section 8: Form

Because the Form number is printed on the front cover of each *Student Test Booklet*, Test Examiners for grades 1 and 2 do not have to fill in any information in this field. All *Student Test Booklets* for a classroom or group should have the same Form number.

Sections 9–16:

Complete these sections **after** all content area tests have been completed. Directions for completing these sections are found on pages 12–18 in this manual.

Payne 03630

**DIRECTIONS FOR
ADMINISTERING THE GEORGIA CRCTs
ARE OMITTED FROM THIS ONLINE VERSION
OF THE *TEST EXAMINER'S MANUAL***

Payne 03631

POST-TESTING ACTIVITIES

This section describes what a Test Examiner should do after testing in all content areas is complete. Read this information carefully and follow all directions. If you have questions, contact your School Test Coordinator.

ENCODING STUDENT INFORMATION

Federal and state regulations require accurate coding of student demographic information. Follow these steps to verify the coding of this information:

1. For *Student Test Booklets* **without** a pre-ID label, verify that Sections 1 through 7 have been completed with the correct information and the appropriate circles have been filled in for each section.

Test Examiners must ensure that each student's *Student Test Booklet* is correctly identified with both his or her nine-digit state FTE Student ID number and his or her ten-digit GTID number. No other student identification numbers may be used.

2. For *Student Test Booklets* **with** a pre-ID label, verify that Section 1 has been completed with the correct information.
3. Use the following directions to complete the "For Teacher Use Only" section on the inside front cover of the *Student Test Booklets*. Fill in the appropriate circles in Sections 9 through 14 as applicable for each student.

After you have completed the "For Teacher Use Only" section for applicable students, you will need to check each *Student Test Booklet* to make sure it is free of any stray marks. **ONLY** answers filled in properly (with a No. 2 pencil) will be scored and reported. Return the *Student Test Booklets* to the School Test Coordinator. Make sure materials are stacked in the order prescribed in this manual (see page 20).

COMPLETING SECTIONS 9–14: "FOR TEACHER USE ONLY"

It is imperative that information be filled in correctly for each student taking the CRCTs. Federal and state regulations require complete and accurate coding of student information for reporting purposes. Sections 9 through 14 should be left blank if they are not applicable to the student.

Payne 03632

Section 9: SRC

The information provided below will help you assign the correct State-Required Codes (SRCs) for students who receive special education services:

- If the student receives special education services, fill in the appropriate circle(s) next to the student's classification(s). Please refer to the student's Individualized Education Plan (IEP) for the appropriate classification(s).

NOTE: For the student's primary classification, only one response circle should be filled in for SRCs 1–12 or 14–15. Additional response circles for SRCs 13–14 and 16–19 may be filled in as applicable. SRCs are listed in the following table:

SRCs	
01 Visual Impairments	11 Emotional and Behavioral Disorders
02 Deaf/Hard of Hearing	12 Other Health Impairments
03 Deaf/Blind	13 English Language Learner (ELL)
04 Specific Learning Disabilities	14 Section 504
05 Mild Intellectual Disabilities	15 Significant Development Delay (K–5 only)
06 Traumatic Brain Injury	16 Title I Reading
07 Moderate/Severe/Profound Intellectual Disabilities	17 Title I Math
08 Autism	18 Migrant Certified
09 Orthopedic Impairments	19 English Language Learner—Monitored
10 Speech-Language Impairments	

- If a Georgia Migrant Education Agency has identified the student as Migrant Certified, fill in the appropriate circle (18). The four regional Georgia Migrant Education Agencies have provided each system with a listing of students who are Migrant Certified. Only certified students should be coded.
- If the student is classified under Section 504, fill in the appropriate circle (14). A student is eligible to be coded as Section 504 if he or she has a current Individual Accommodation Plan (IAP) on file.
- If the student is identified as an English Language Learner (ELL) according to Board of Education Rule 160-4-5-.02, fill in the appropriate circle (13). A student is eligible to be coded as ELL if the student's native language is not English and he or she is eligible for English to Speakers of Other Languages (ESOL) services in accordance with Rule 160-4-5-.02, regardless of whether or not the student receives ESOL services. Students who are not eligible for ESOL services (as specified in Rule 160-4-5-.02) may not be coded as ELL. Fill in circle 19 for those students who have exited the ESOL program but who are still being monitored.

Payne 03633

Accommodations (requires at least one SRC)

If the student was given a test administration accommodation based on his or her Individualized Education Plan (IEP), Individual Accommodation Plan (IAP), or English Language Learner/Testing Participation Committee (ELL/TPC) Plan, fill in the appropriate circle in the Accommodations section. A current IEP, IAP, or ELL/TPC Plan must be on file for each student who receives an accommodation. Only state-approved accommodations may be used, following the guidance issued by GaDOE. If an accommodation is included in a student's plan that is not on the approved list, it must be reported as an irregularity. Students who are served by Student Support Teams (SST) but do not qualify for services under IDEA or Section 504 status may not be granted accommodations. **Failure to provide appropriate accommodations or providing accommodations to students who are not eligible is a direct violation of state regulations.**

Accommodation Type

If the student was given a test administration accommodation based on his or her IEP, IAP, or ELL/TPC, fill in the appropriate circle(s) under Accommodation Type to identify it as a Setting, Presentation, Response, or Scheduling accommodation.

Conditional Administration

Conditional administrations result from the use of conditional accommodations. Conditional accommodations are more expansive than standard accommodations, and are intended to provide access to students with more severe disabilities or very limited English proficiency who would not be able to access the tests without such assistance. Only students meeting strict criteria (outlined in the *2008-2009 Student Assessment Handbook*) are eligible for conditional accommodations. Any use of conditional accommodations **must** be coded. Per State Board rule, only a small number of students should participate in conditional administrations. **ELL-M students are NOT eligible for conditional accommodations.**

Definitions of Setting, Presentation, Response, and Scheduling accommodations (both standard and conditional) are provided in the following table.

ACCOMMODATIONS		
	STUDENTS WITH DISABILITIES: IEP AND SECTION 504 IAP	ENGLISH LANGUAGE LEARNERS: ELL/TPC PLAN
Setting Accommodations		
Special education/ESOL classroom	Standard	Standard
Special or adapted lighting	Standard	
Small group	Standard	Standard
Preferential seating	Standard	Standard

Payne 03634

ACCOMMODATIONS		
	STUDENTS WITH DISABILITIES: IEP AND SECTION 504 IAP	ENGLISH LANGUAGE LEARNERS: ELL/TPC PLAN
Sound field adaptations	Standard	
Adaptive furniture (e.g., slant board)	Standard	
Individual or study carrel	Standard	Standard
Individual administration	Standard	Standard
Test administered by certified educator familiar to student	Standard	
Presentation Accommodations		
Large-Print	Standard	
Sign the directions	Standard	
Sign test questions	Standard	
Sign reading passages	Conditional (restricted to eligible students in grades 3–8 only)	
Explain or paraphrase the directions for clarity (in English only)	Standard	Standard
Braille	Standard	
Color overlays, templates, or place markers	Standard	Standard
Use of highlighter by student		
Oral reading of test questions in English only by reader or assistive technology	Standard	Standard
Oral reading of reading passages in English only by reader or assistive technology	Conditional (restricted to eligible students in grades 3–8 only)	Conditional (restricted to eligible students in grades 3–8 only)
Low vision aids (e.g., CCTV, magnifying equipment)	Standard	
Repetition of directions (in English only)	Standard	Standard
Materials presented with contrast and tactile cues	Standard	
Photograph used		
Substitute manipulative		
Use directions that have been marked by teacher		
Audio amplification devices or noise buffer/listening devices	Standard	
Response Accommodations		
Technology applications, such as Braille, word processor, or other communications device with all grammar and spell-check devices disabled	Standard	
Student marks answers in test booklet	Standard	Standard
Student points to answers	Standard	Standard
Verbal response in English only	Standard	Standard

ACCOMMODATIONS		
	STUDENTS WITH DISABILITIES: IEP AND SECTION 504 IAP	ENGLISH LANGUAGE LEARNERS: ELL/TPC PLAN
Braille writer	Standard	
Basic function calculator or adapted basic calculator	Conditional (restricted to eligible students only)	
Scribe	Standard	
Adapted writing tools (e.g., pencil grips, large- diameter pencil)	Standard	
Word-to-word dictionary		Standard
Scheduling Accommodations		
Frequent monitored breaks	Standard	Standard
Optimal time of day for testing	Standard	
Extended time	Standard	Standard
Flexibility in the order of administration for content areas	Standard	
Extending sessions over multiple days		

Section 10: First Year ELL Deferred

ELL students enrolled for the first time in a school in the United States may receive a one-time deferment from assessments in content areas other than mathematics and science. If the student was deferred from any CRCT content areas, fill in the appropriate response circles in this section.

Section 11: PTNA

If the student was present for the test administration but did not attempt any items in **one or more content areas**, this must be coded in the appropriate response circle under "PTNA."

Section 12: Braille/Large-Print

If the student was tested with a Braille or Large-Print version of the CRCTs, this must be coded in the appropriate response circle under "Braille/Large-Print."

Section 13: EIP Served

If the student has received services from the state's Early Intervention Program (EIP) at any time during the current school year, fill in the "Yes" circle under "EIP Served" (relevant to grades 1–5 only).

Section 14: Local Optional Coding

Systems may choose to use this section to code special program students to gauge their performance on the CRCTs. System Test Coordinators will designate a code to be filled

in for this section; fill in the code number starting with the first box on the left. **Note that systems will not receive any special reports based on this coding.** The coding will generate information on each system's data file for the system to extract and disaggregate based on their requirements.

COMPLETING SECTIONS 15 and 16: "STATE-DIRECTED USE ONLY"

Sections 15 and 16 should generally be filled in by the School Test Coordinator only. Directions for filling in these sections are as follows:

Section 15: SDUA: Georgia Network for Educational and Therapeutic Support (GNETS) Only

The following table is to be used by GNETS programs to report their assigned facilities code. The two-digit code should be filled in under Section 15 for all students who are served at a GNETS facility. This information is being collected in order to provide reports to each center.

GNETS PROGRAM NAME	STATE-DIRECTED CODE
Alpine Program	01
Burwell Program	02
Cedarwood Program	03
Coastal Academy	04
Coastal Georgia Comprehensive Academy	05
Mainstay	06
Dekalb-Rockdale Program	07
Elam Alexander Academy	08
Flint Area Learning Program	09
Harrell Learning Center	10
H.A.V.E.N. Academy	11
Heartland Academy	12
Horizon Academy	13
Northstar Educational and Therapeutic Services	14
North Metro Program	15
Northwest Georgia Educational Program	16
Oak Tree Program	17
GNETS of Oconee	18
Pathways Educational Program	19
River Quest Program	20
Rutland Academy	21
Sand Hills Program	22
South Metro Program	23
Woodall Program	24

School Test Coordinators should complete this section **only as directed by GaDOE**. The procedure for reporting testing irregularities to Assessment and Accountability is described in the *School and System Test Coordinator's Manual*. If GaDOE determines that an Irregularity (IR), Invalidation (IV), or Participation Invalidation (PIV) has occurred and should be coded in Section 16, the GaDOE Program Manager will provide the proper codes and instructions for completing this section.

COMPLETING THE GROUP INFORMATION SHEET

[illegible]

143

It is critical to the reporting process that the Group Information Sheet be coded properly and that it remain with the used *Student Test Booklets* it represents. If a blank Group Information Sheet is used, it must be filled out in the same way as the precoded Group Information Sheet. Test Examiners should use a No. 2 pencil. If any precoded information is incorrect on a Group Information Sheet, the System Test Coordinator should contact the CTB GA CRCT support team toll-free at (866) 282-2249 to order a replacement. The directions for completing the Group Information Sheet are as follows:

Teacher Name

Print the name of the Test Examiner and fill in the corresponding circles.

School Name

Verify that the school name has been precoded.

Number Students Testing

Print the number of *Student Test Booklets* to be scored. This includes the transcribed *Student Test Booklets* from the Braille and/or Large-Print versions of the test. The count number should be right-justified. For example, if your classroom contains 25 students, starting in the first box on the left you will fill in "zero," "two," and "five." Complete this section by filling in the corresponding circles under the numbers that you have printed.

NOTE: Unused *Student Test Booklets* containing pre-ID labels or completed demographic information (for students who were not administered any part of the exam) must be marked "VOID" and returned with the nonscorable materials. Do not include VOID *Student Test Booklets* in the Group Information Sheet count.

Grade

Fill in the appropriate circle.

Special Codes

For CTB use only.

ORG-TP (CTB Use)

For CTB use only.

STRUC/Element # (CTB Use)

For CTB use only.

Payne 03639

RETURNING MATERIALS TO THE SCHOOL TEST COORDINATOR

The Test Examiner must return all used and unused *Student Test Booklets*, scratch paper, the completed Group Information Sheet, and the *Test Examiner's Manual* to the School Test Coordinator.

For soiled documents, Test Examiners must transcribe answers and student demographic information onto a new *Student Test Booklet* following GaDOE procedure, and then submit the transcribed *Student Test Booklet* with the scorable materials.

NOTE: Once the transcription is complete, the School Test Coordinator should mark the soiled document on the School Security Checklist as "SOILED and VOID," and then destroy the soiled document. Soiled documents should NOT be shipped back with scorable or nonscorable materials.

It is imperative that materials be organized and returned to the School Test Coordinator in the following order (top to bottom):

TOP OF STACK
Completed Group Information Sheet
Used <i>Student Test Booklets</i> (do not need to be alphabetized)
Scratch paper for Mathematics CRCT
All remaining <i>Student Test Booklets</i> (including Braille test books, Large-Print test books, and VOID <i>Student Test Booklets</i> , but not including SOILED <i>Student Test Booklets</i>)
<i>Test Examiner's Manual</i>
BOTTOM OF STACK

IMPORTANT NOTES: The Group Information Sheet must be completed in its entirety. It is critical that it be placed on top of the used *Student Test Booklets* it represents.

Reminder

All CRCT items and responses to those items are secure material and may not be copied, duplicated, or retained in the school after testing is completed.

**THANK YOU VERY MUCH FOR YOUR ASSISTANCE
WITH THE ADMINISTRATION OF THE CRCTs.**

Payne 03640

CHECKLIST FOR TEST EXAMINERS

BEFORE TESTING:

- _____ Assist the School Test Coordinator with notifications to students and parents about the testing program.
- _____ Read all directions for test administration in this *Test Examiner's Manual*.
- _____ Meet with the School Test Coordinator to review the testing schedule and procedures.
- _____ Secure No. 2 pencils and scratch paper (at least two sheets per student for the Mathematics test).
- _____ Secure needed information from the School Test Coordinator to correctly complete State-Required Codes (SRCs) for each student.
- _____ Inventory test materials received from School Test Coordinator, and sign out all secure materials on the School Security Checklist.
- _____ Arrange for an additional proctor, if necessary.
- _____ Prepare the classroom (remove or cover posters, etc.).
- _____ Remind students to bring something to read.
- _____ Ensure that all *Student Test Booklets* have a pre-ID label. If there is no pre-ID label, ensure that the student identification information in Sections 1–7 is filled in on the *Student Test Booklet*. Do not apply incorrect labels.
- _____ Write the teacher, school, and system name on the board.

DURING TESTING:

- _____ Post a "Testing—Do Not Disturb" sign on your classroom door.
- _____ Be sure that all students have a comfortable and adequate workspace.
- _____ Monitor students' handling of *Student Test Booklets* to keep the materials in good condition.
- _____ Circulate and monitor all students during the testing session.

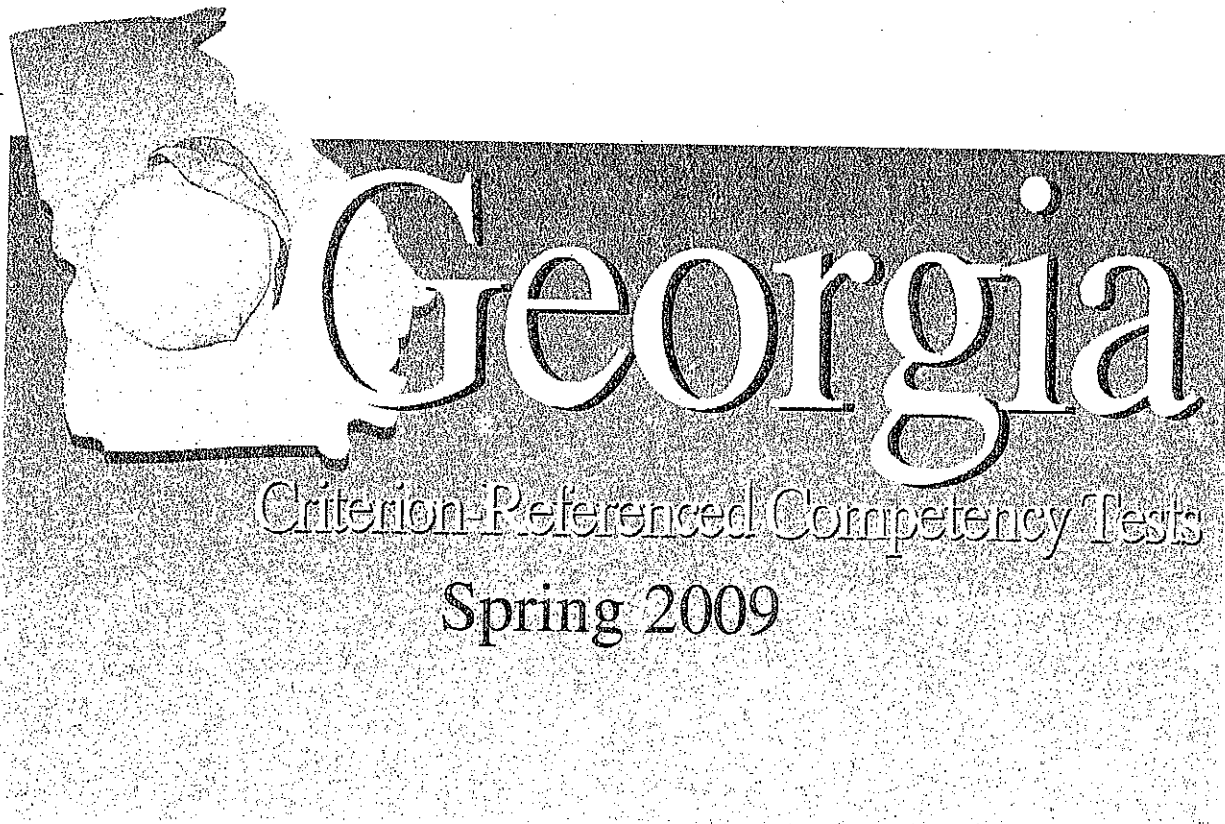
AFTER TESTING:

- _____ Verify that you have collected and **counted** a *Student Test Booklet* and scratch paper (at least two sheets for the Mathematics test) for every student in your classroom.
- _____ Check to see that the *Student Test Booklets* are properly filled in and are in good condition.
- _____ Complete the "For Teacher Use Only" section in the *Student Test Booklets*, as applicable. Verify that the student demographics and school-identifying information have been completed.
- _____ Count and return all test materials to the School Test Coordinator at the conclusion of every test day. Date the School Security Checklist each day.
- _____ On the final day of testing, assemble all the test materials according to the instructions provided in the "Post-Testing Activities" section of this manual, and return them to the School Test Coordinator.
- _____ Notify the School Test Coordinator of the names of any students who did not take any part of the test.

Payne 03641

***Test Examiner's Manual
Grades 1 and 2 Online Shell***

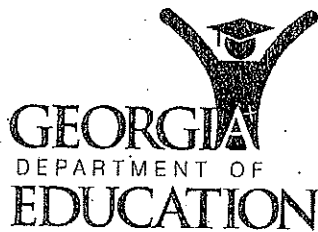
21168-ws



Test Examiner's Manual

Grades 3 through 8

Reading, English/Language Arts,
Mathematics, Science, and Social Studies



Georgia Department of Education
Kathy Cox, State Superintendent of Schools

21170

Copyright © 2009 by the Georgia Department of Education

APS-OIR 02582

Secure Test Materials—Do Not Copy

All test booklets and supporting materials associated with the Criterion-Referenced Competency Tests (CRCTs) are confidential and secure. No part of any test booklet may be reproduced or transmitted in any form or by any means, including but not limited to electronic, mechanical, manual, or verbal (e.g., photocopying, recording, paraphrasing—rewording or creating mirror items for instruction—and/or copying). CRCT materials must remain secure at all times and (excluding the *School and System Test Coordinator's Manual*, the *Test Examiner's Manual* for grades 3 through 8, and the online shell for the grades 1 and 2 *Test Examiner's Manuals*) cannot be viewed by any individual or entity prior to or after testing. (*Test Examiner's Manuals* for grades 1 and 2 are secure.) To do so is a direct violation of testing policies and procedures established by Georgia law (§20-2-281) and the State Board of Education (Rule 160-3-1-.07(2)(i)3) in addition to copyright laws and Georgia professional ethics for educators. CRCT materials may not be provided to any persons except those conducting the test administration and those being tested. All test booklets (used and unused) and all supporting materials must be accounted for and returned at the completion of the test administration and in the manner prescribed in the *School and System Test Coordinator's Manual*.

TABLE OF CONTENTS

Introduction.....	1
Purpose of This Manual.....	1
Test Materials.....	2
Test Security.....	2
Preparing for the Test.....	3
Scheduling the Test.....	5
Administering the CRCTs.....	7
Administering the Braille Version of the CRCTs.....	8
Administering the Large-Print Version of the CRCTs.....	9
Distributing the CRCT Materials and Completing the Student Identification Information.....	10
Directions for Administering the Reading CRCT.....	14
Directions for Administering the English/Language Arts CRCT.....	18
Directions for Administering the Mathematics CRCT.....	22
Directions for Administering the Science CRCT.....	28
Directions for Administering the Social Studies CRCT.....	32
Post-Testing Activities.....	37
Encoding Student Information.....	37
Completing Sections 9–14: “For Teacher Use Only”.....	37
Completing Sections 15 and 16: “State-Directed Use Only”.....	42
Completing the Group Information Sheet.....	43
Returning Materials to the School Test Coordinator.....	45
Checklist for Test Examiners.....	51

INTRODUCTION

Georgia's Criterion-Referenced Competency Tests (CRCTs) are designed to measure student acquisition of the knowledge and skills set forth in the state's Georgia Performance Standards (GPS). Legislated by Georgia lawmakers, the Reading, English/Language Arts, Mathematics, Science, and Social Studies assessments were developed to yield information at the student, class, school, system, and state levels. The primary purpose of the CRCTs is to provide a valid measure of the quality of educational services provided throughout the state.

The Georgia CRCTs are comprehensive tests made up of multiple-choice items that map to the GPS. Each *Student Test Booklet* contains all five content areas. Each content area test is made up of two sections; each section is timed for up to 70 minutes.

Students will work through the CRCTs independently, using no resource materials during testing. **Students in grades 3–8 may write in their test booklets, but only answers marked on *Student Answer Sheets* will be scored.** Students should use only No. 2 pencils when taking the CRCTs; highlighters may not be used to mark words or passages in the *Student Test Booklet*. Calculators are not allowed during any part of the Mathematics test. Scratch paper, provided by the Test Examiner, can be used during the Mathematics test only.

PURPOSE OF THIS MANUAL

This *Test Examiner's Manual* provides procedural information as well as detailed instructions for administering the CRCTs. It is imperative that the CRCTs be administered according to the directions in this manual. If you have any questions, contact your School or System Test Coordinator.

Uniform test administration is needed to ensure high-quality assessment data. To ensure this uniformity, the Test Examiner's responsibilities are clearly outlined and detailed in this manual. Step-by-step instructions for administering the test are designed to protect its integrity and security and must be followed exactly. It is recommended that Test Examiners read this manual and become thoroughly familiar with all CRCT administration procedures before administering the tests.

TEST MATERIALS

In addition to this manual, you will receive all test materials from the School Test Coordinator. The *Student Test Booklets* will be presorted into class packs of 20 and 5 and must remain in their shrink-wrapped packs until they are distributed to Test Examiners. The *Student Answer Sheets* are also presorted and shrink-wrapped into class packs of 20 and 5. The *Student Answer Sheets* are machine-scannable; therefore, it is important that all pages remain free of stray pencil marks or loose eraser bits and that they not be folded, clipped, stapled, banded, taped, or torn. Students in grades 3–8 will use one *Student Answer Sheet* to record their answers.

Each test consists of multiple-choice questions. Sample items are provided to acquaint students with the correct procedures for recording answers, and directions for filling in answers are provided on the cover of the *Student Answer Sheet*.

NOTE: Materials are shipped to arrive a few days before your school's nine-day testing period. Contact your School or System Test Coordinator for your scheduled testing window.

TEST SECURITY

The CRCTs are secure tests. Maintaining the security of all test materials is crucial to obtaining valid and reliable test results. Therefore, test materials must be kept in locked storage, except during actual test administration. Access to secure materials must be restricted to authorized individuals only (e.g., Test Examiners and the School Test Coordinator). It is the direct responsibility of all individuals who administer the test to follow security procedures.

Student Test Booklets and the items therein are to be used solely for test purposes and may not be disclosed or used for any other purpose. *Student Test Booklets* must remain in their shrink-wrapped packages until they are distributed to Test Examiners. Shrink-wrapped packages may be broken only for partial-count needs or for distribution to examinees. *Student Test Booklets* from opened shrink-wrapped packages must remain individually sealed until test administration begins.

The CRCTs must be administered by a certified educator. During test sessions, Test Examiners are directly responsible for the security of the tests and must account for all test materials at all times. When the materials are not in use, they must be kept in locked storage. At the conclusion of each day's test session, Test Examiners must return all used and unused test materials to the School Test Coordinator.

Students are instructed to write their names on the cover of their *Student Test Booklets* on the first day of testing (and on their scratch paper for the Mathematics test) to help account for materials at the end of each test session. **Students in grades 3–8 may underline and circle key words or work problems in their test booklets (using a No. 2 pencil), but only answers marked on *Student Answer Sheets* will be scored.**

Testing conditions, especially the supervision and seating arrangements of students, should be designed to minimize the potential for cheating. The Test Examiner must supervise the test administration at all times. **All instances of test security breaches and testing irregularities must be reported to the School Test Coordinator immediately.** If questions arise, or if any situations occur that could cause any part of the test administration to be compromised, please have your System Test Coordinator contact Assessment and Accountability as soon as possible at (800) 634-4106 or (404) 656-2668.

PREPARING FOR THE TEST

1. This *Test Examiner's Manual* will be used to administer the CRCTs in Reading, English/Language Arts, Mathematics, Science, and Social Studies. Each content area test consists of multiple-choice items. All content area tests are included in the *Student Test Booklet*. Students will use one *Student Answer Sheet* to record their answers.
2. For grades 3–8, one proctor for each test session is recommended. When more than 30 students are to be tested in one location, the assistance of a proctor is **required**. Proctors may help Test Examiners with room preparation and monitoring and assist students with the completion of student identification information on the front cover of the *Student Answer Sheets*.
3. Before administering the CRCTs, make sure that you have the following materials:
 - A copy of this *Test Examiner's Manual*
 - One *Student Test Booklet* for each student
 - One *Student Answer Sheet* for each student
 - Pre-ID labels with precoded student information
 - Two No. 2 pencils with functional erasers for each student
 - Blank scratch paper for the Mathematics test (at least two sheets for each student)
 - A timing device, such as a clock or watch, to keep track of time during the test administration
 - A "Testing—Do Not Disturb" sign to post on the classroom door

NOTE: The Test Examiner should also have a list of the student identification numbers for all students in the class or group, in case questions arise while filling in the student information on the *Student Answer Sheets*.

4. Arrange test materials so that they can be distributed in an organized and efficient manner.

5. Systems will receive pre-ID labels to pre-identify demographic information on *Student Answer Sheets*. There will be three labels provided for each student: a text label that can be attached to the *Student Test Booklets* to ease distribution in the classroom, and two labels with precoded student information (one is extra). **Follow these instructions carefully to provide the correct student demographic information on each *Student Answer Sheet*:**
- For enrolled students, place pre-ID labels on the front covers of the *Student Answer Sheets* in the space marked "PLACE STUDENT LABEL HERE."
 - Verify that the information printed on the pre-ID labels is accurate (system name, system ID, school name, school ID, teacher name, student name, FTE Student ID and GTID numbers). **If any errors are found, do NOT use the incorrect label.** Instead, notify the School Test Coordinator. Students who do not receive a correct pre-ID label will need to fill in their demographic information on the *Student Answer Sheet* by hand, following the directions in this manual (see pages 10–12). Any incorrect information on pre-ID labels should be corrected in the system's student records. **Do not change the label in any way.** Apply only correct pre-ID labels to the *Student Answer Sheets*.
 - Not all information included in the pre-ID label is visible. Only specified fields may be seen on the label, as indicated above. Student demographic information (including ethnic group, gender, and date of birth) is included in the pre-ID label and should not be filled in on the *Student Answer Sheets*. **Student demographic information on the pre-ID label will override any hand-filled information for all students.**
 - Even with a pre-ID label, all students will still need to complete Sections 1 and 8 on the front cover, and the Test Examiner will need to complete the "For Teacher Use Only" section on the inside front cover, if applicable.
NOTE: *Student Test Booklets* are designated by a Form number, which should be filled in by students in Section 8 of their *Student Answer Sheets*.
 - If the student is new to the school/system or for any other reason does **not** have a pre-ID label, follow the instructions in this manual to fill in the student demographic information on the *Student Answer Sheet* (see pages 10–12). All fields should be completed accurately (including the FTE Student ID and GTID numbers). Test Examiners should have a complete list of FTE Student ID and GTID numbers prior to testing.
 - Become familiar with the sections on the *Student Answer Sheet*. You will want to have some of this information written on the board prior to the beginning of test administration.

6. Before beginning the test, make sure that each student has the following:
 - One *Student Test Booklet*
 - One *Student Answer Sheet*
 - Two No. 2 pencils with functional erasers
 - At least two sheets of blank scratch paper for the Mathematics test
7. Each student's workspace should be large enough to accommodate an open *Student Test Booklet* and a *Student Answer Sheet*. Workspaces should be cleared of all other materials. During testing, students should be separated by a reasonable distance to encourage independent work and to prevent collaboration. **Posters, charts, and other instructional materials related to the content being tested should not be displayed in the classroom or otherwise made available to students during test administration.** Take down or cover all such material.
8. You may want to plan an activity for students who finish early. Students may read a book or do other work if they finish early, but this activity must be unrelated to the content being tested and students should not be permitted to open their *Student Test Booklets* again.

SCHEDULING THE TEST

The Reading, English/Language Arts, Mathematics, Science, and Social Studies CRCTs will be administered to students within the state testing window of April 6 through May 8, 2009. **Systems will choose one nine-day testing period within this window.**

All students should be tested in surroundings that will provide them with the opportunity to do their best work on the test. In schools where students in several classes are being tested, each classroom of students must take the same test at the same time.

The CRCTs must be administered in the order prescribed: Reading, English/Language Arts, Mathematics, Science, and Social Studies. Each section of each test must be administered in one block of time. Approximately halfway through the administration of each content area test (between Sections 1 and 2), students should be given a 10-minute break. **Both sections of a content area test must be administered on the same day.** Under no circumstances may a content area test be split across multiple days—to do so is a direct violation of test security.

The administration time for the CRCTs, as indicated in the following table, should be sufficient for students to complete each test section. All students should be given at least 45 minutes to complete each test section. If all students finish the section before 70 minutes have passed, the Test Examiner may end the session early. However, if there are students who are still productively engaged in completing the section, testing should continue for the full 70 minutes. Unless specified in an IEP, IAP, or ELL/TPC Plan, students should have a minimum of 45 minutes and a maximum of 70 minutes to complete each section.

Confidential Non-Public Personal Information

Business Decisions Information, Inc. DBA Business Information Services has a strict privacy policy concerning the treatment of non-public personal information including, but not limited to, applicants, claimants, and policyholders. Federal and State laws prohibit us from disclosing non-public personal information to nonaffiliated third parties unless otherwise permitted or required by law. Non-public personal information is generally information that personally identifies an individual and which is not otherwise available to the public. Non-public personal information includes, but is not limited to, financial and health information.

CRCT ADMINISTRATION SCHEDULE, GRADES 3–8		
CONTENT AREA	TASK	TIME ALLOTTED
Reading	Distribute <i>Student Test Booklets</i> and <i>Student Answer Sheets</i> , and read directions	15–20 minutes
	Complete the student identification section (for students without a pre-ID label)	
	Test Administration—Section 1	45–70 minutes
	Break	10 minutes
	Test Administration—Section 2	45–70 minutes
	Total Administration Time	115–170 minutes
English/Language Arts	Distribute <i>Student Test Booklets</i> and <i>Student Answer Sheets</i> , and read directions	15–20 minutes
	Test Administration—Section 1	45–70 minutes
	Break	10 minutes
	Test Administration—Section 2	45–70 minutes
	Total Administration Time	115–170 minutes
Mathematics	Distribute <i>Student Test Booklets</i> and <i>Student Answer Sheets</i> , and read directions	15–20 minutes
	Test Administration—Section 1	45–70 minutes
	Break	10 minutes
	Test Administration—Section 2	45–70 minutes
	Total Administration Time	115–170 minutes
Science	Distribute <i>Student Test Booklets</i> and <i>Student Answer Sheets</i> , and read directions	15–20 minutes
	Test Administration—Section 1	45–70 minutes
	Break	10 minutes
	Test Administration—Section 2	45–70 minutes
	Total Administration Time	115–170 minutes
Social Studies	Distribute <i>Student Test Booklets</i> and <i>Student Answer Sheets</i> , and read directions	15–20 minutes
	Test Administration—Section 1	45–70 minutes
	Break	10 minutes
	Test Administration—Section 2	45–70 minutes
	Total Administration Time	115–170 minutes

ADMINISTERING THE CRCTs

This *Test Examiner's Manual* should be used to administer the Reading, English/Language Arts, Mathematics, Science, and Social Studies CRCTs. Before you administer the CRCTs, make sure you have extra No. 2 pencils available and that students' desks are cleared of all other materials.

On the first day of testing, it is very important that students write their names on the *Student Test Booklets* and fill in Section 8 on their *Student Answer Sheets* with their particular test Form number. Students should use the same *Student Test Booklet* and *Student Answer Sheet* on all subsequent days of testing.

Some students may not be familiar with how to fill in answers. To familiarize students with the correct procedure, sample items are provided at the beginning of each content area test. During each test session, circulate around the room and check to see that students are recording their answers in the correct section of their *Student Answer Sheets*. This process will be referred to on subsequent pages as "circulate and check."

Follow the script provided in this manual for administering the Reading, English/Language Arts, Mathematics, Science, and Social Studies CRCTs. You may repeat any part of these directions as many times as needed, but you should not modify the words used. Use your professional judgment in responding to student questions that arise during the testing session. **You may clarify directions; however, under no circumstances should you reword test items, suggest answers, or evaluate student work during the test session.**

Read word for word all text that is boxed and printed in **bold type** and preceded by the word *Say*. Text that appears in regular type or *italics* should not be read aloud to the students.

For the Mathematics test, students should be given at least two sheets of blank scratch paper. Students must print their names in the upper right-hand corner of each sheet of scratch paper they receive. Students may ask for more scratch paper during the test administration, if necessary. All scratch paper must be accounted for and returned to the School Test Coordinator with the other test materials. **Unless specified by a student's IEP, calculators are not allowed on the Mathematics test.**

For students with an IEP, IAP, or ELL/TPC Plan that clearly specifies a "Read Aloud" Accommodation, use a *Student Test Booklet* to administer the accommodation. It is prohibited to test any student with a "Read Aloud" Accommodation unless the accommodation is specified in the student's IEP, IAP, or ELL/TPC Plan.

Students in grades 3–8 may underline and circle key words or work problems in their test booklets (using a No. 2 pencil), but only answers marked on *Student Answer Sheets* will be scored.

If testing is interrupted at any time during the test session (by a fire emergency or a child becoming ill, for example), note the time the interruption begins so that you can calculate the amount of reserved time the students will need to complete the test session. If students must leave the room during testing, be sure to lock the door to ensure the security of the test materials. If you have any questions about an individual situation, please contact your School or System Test Coordinator.

ADMINISTERING THE BRAILLE VERSION OF THE CRCTs

The directions in this manual also apply to the administration of the Braille version of the CRCTs. Additional Braille instructions are as follows:

- Disregard references to class packs. The Braille test books will be individually packaged.
- References to specific page numbers in the standard Form 1 *Student Test Booklet* may be incorrect for the Braille version. In order to supply the correct page numbers and other references, Test Examiners need to review—prior to testing—all test materials that accompany the Braille test book, including the supplemental instructions and the standard Form 1 *Student Test Booklet*.
- The Test Examiner must complete the student identification information for each student on a *Student Answer Sheet*. The Test Examiner must also print the student's name, teacher, school, and system on the front cover of the Braille test book.
- Indicate on the *Student Answer Sheet* that the student was administered the Braille version by filling in the circle next to "Braille" in Section 12.
- Because extra time may be needed for administering the Braille version, it is recommended that students be tested individually or in a small-group setting.
- Test Examiners who administer the Braille version will use the standard Form 1 *Student Test Booklet* throughout testing.
- The Test Examiner or proctor must fill in student responses on the *Student Answer Sheet* exactly as the student dictates. Under no circumstances should a student's answer be altered or edited—to do so is a direct violation of test security.
- Keep the transcribed *Student Answer Sheet* with the other used *Student Answer Sheets* from the student's class. The School Test Coordinator should return the Braille test books with the nonscorable shipment.

ADMINISTERING THE LARGE-PRINT VERSION OF THE CRCTs

The directions in this manual also apply to the administration of the Large-Print version of the CRCTs. Additional Large-Print instructions are as follows:

- Disregard references to class packs. The Large-Print test books will be individually packaged.
- The Test Examiner must complete the student identification information for each student on a *Student Answer Sheet*. The Test Examiner must also print the student's name, teacher, school, and system on the front cover of the Large-Print test book.
- Indicate on the *Student Answer Sheet* that the student was administered the Large-Print version by filling in the circle next to "Large-Print" in Section 12.
- Because extra time may be needed for administering the Large-Print version, it is recommended that students be tested individually or in a small-group setting.
- Students who use a Large-Print version should record their answers directly in the Large-Print test book by circling the letters for their selected answers, writing their responses, or using a similar marking system. The Test Examiner or proctor must then transcribe student responses onto the *Student Answer Sheet* exactly as they appear in the Large-Print test book. Under no circumstances should a student's answer be altered or edited—to do so is a direct violation of test security.
- Keep the transcribed *Student Answer Sheet* with the other used *Student Answer Sheets* from the student's class. The School Test Coordinator should return the Large-Print test books with the nonscorable shipment.

DISTRIBUTING THE CRCT MATERIALS AND COMPLETING THE STUDENT IDENTIFICATION INFORMATION

1. Write your name, the name of the school, and the name of the system on the board.

2. **Say**

During the next few days, you will be taking tests in Reading, English/Language Arts, Mathematics, Science, and Social Studies. Some of the questions may be easy, and some may be difficult. You are expected to answer each question as well as you can. You must fill in your answers on the *Student Answer Sheet* with a No. 2 pencil. If you do not have a sharpened No. 2 pencil, please raise your hand. *[Supply sharpened No. 2 pencils to students who need them.]*

I am now going to give you your answer sheet. Please do not open or write on your answer sheet until I instruct you to do so.

3. Distribute the appropriate grade-level *Student Answer Sheet* to each student. Monitor students to make sure they do not open or write on their *Student Answer Sheet*.

4. **Say**

Look at the front cover of your answer sheet. Look at Section 1. Using your No. 2 pencil, print your name, teacher name, and the school and system names in the spaces provided. The information that you need to complete this section is written on the board. *[Circulate and check.]*

For those students who have a pre-ID label, please put down your pencils. If you do NOT have a pre-ID label, look at Section 2, "Last Name" and "First Name." In the boxes below "Last Name," print the letters of your last name, starting in the first box on the left. Do not leave any spaces between the letters in your last name. If your last name does not fit, write as many letters as you can. *[Pause to allow students time to write their last names.]*

In the boxes below "First Name," print the letters of your first name. This should be your full first name, not a nickname. Do not leave any spaces between the letters in your first name. If your first name does not fit, write as many letters as you can. *[Pause to allow students time to write their first names.]*

In the box below "M," print the initial letter of your middle name, if you have a middle name. *[Pause to allow students time to write the initial letter of their middle name.]*

Now, finish Section 2 by completely filling in the corresponding circles under the letters that you have printed. For example, if you wrote "r," you should fill in the circle containing "R." *[Circulate and check.]*

5. **Say** Look at Section 3, "Date of Birth." Fill in the circle beside the month in which you were born. Then, print the day and the last two numbers of the year in which you were born in the appropriate boxes. Fill in the corresponding circles under the day and year. Days under 10 should begin with zero. For example, if your birthday is on the fifth day of the month, you should print and fill in "zero-five." *[Circulate and check.]*
- Look at Section 4, "Gender." Fill in the circle next to "Female" if you are a female or the circle next to "Male" if you are a male. *[Circulate and check.]*
- Look at Section 5, "Racial/Ethnic Background." Fill in the circle next to the ethnic group that best describes you. You should fill in only one circle: Asian/Pacific Islander, Black/Non-Hispanic, Hispanic, American Indian/Alaskan Native, White/Non-Hispanic, or Multiracial. If you have any questions about which circle you should fill in, please raise your hand. *[Circulate and check.]*
- Look at Section 6, "GTID." Print your ten-digit GTID number starting in the first box on the left. Fill in the corresponding circles under the numbers you have printed. If you do not know your GTID number, please raise your hand. *[Circulate and check, providing GTID numbers to students who have their hands raised.]*
- Look at Section 7, "FTE Student ID." Print your nine-digit Student ID number starting in the first box on the left. Fill in the corresponding circles under the numbers you have printed. If you do not know your Student ID number, please raise your hand. *[Circulate and check, providing Student ID numbers to students who have their hands raised.]*
- [When students are ready, distribute Student Test Booklets to students.]*
- For those students who have a pre-ID label, please pick up your pencils and continue to follow along. On the cover of your *Student Test Booklet*, please locate your Form number. On the *Student Answer Sheet*, print the Form number that matches the test booklet you have received in the box for Section 8, "Form." Fill in the appropriate circle under the number. *[Circulate and check.]*
- Leave Sections 9 through 16 blank. I will complete these sections for you. *[Complete these sections after testing in all content areas has been completed. Directions for completing these sections begin on page 37 of this manual.]*
- Are there any questions before we continue?

6. Answer all questions. Walk around the room to see if students have completed the demographic information correctly.

NOTE for Sections 6 and 7: A GTID is a Georgia Testing Identifier that is used to track and maintain a student's data within the Georgia Department of Education's data warehouse and the local Student Information System. All PK-12 students who attend a public school in Georgia must have a GTID. The GTID is the key identifier used in all state data collections.

For the FTE Student ID (Section 7), it is imperative that students use the same student ID number here that the school or system uses to report FTE-type information to the state. Locally assigned student ID numbers should **not** be used if they do not correspond with state-reported information.

DIRECTIONS FOR ADMINISTERING THE READING CRCT

Reading—Section 1

Estimated time: 70 minutes (plus 10 minutes for the break)

Materials needed:

- *Student Test Booklets* and *Student Answer Sheets*

NOTE: Follow the directions on pages 10–12 to complete the student demographic information on the *Student Answer Sheets* prior to the start of the Reading test.

- Sharpened No. 2 pencils with erasers

1. Make sure that all desks are cleared and that all students have their own answer sheet. Confirm that the Form number of the test booklet corresponds to the Form number that students have written down in Section 8 of their answer sheets.

2. **Say**

Now, look at the test booklet. Print your name on the line provided on the front cover of your test booklet. Do not open your test booklet until you are instructed to do so. [Pause.]

When you have finished printing your name on the front cover, set your test booklet to the side. [Wait until all students have completed this task.]

I will now read some opening instructions to you.

The Reading Criterion-Referenced Competency Test will be administered in two sections. Both sections of the test are made up of multiple-choice questions. When answering the multiple-choice questions, select the best answer and fill in the circle for the answer you have chosen. Do your best to answer each question.

Now, break the seal on your test booklet by pulling the blue tab away from the edge of the booklet. Pull the blue tab carefully so that you do not tear the pages. Do NOT attempt to remove the clear tab that remains. [Wait until all students have completed this task.]

Open your test booklet to “Reading” on page 4. [Pause.] Read the General Instructions silently as I read them aloud.

Today you will be taking the Reading Criterion-Referenced Competency Test. The Reading test is made up of multiple-choice questions. A sample has been included. The sample will show you how to mark your answers.

3. **Say** There are several important things to remember.
- Read each passage carefully.
 - Read each question carefully and think about the answer. You may look back to the reading passage as often as necessary.
 - Answer all questions on your answer sheet, not in your test booklet. You may write in your test booklet, but only answers marked on your answer sheet will be scored.
 - For each question, choose the one best answer and fill in the circle in the space provided on your answer sheet.
 - If you do not know the answer to a question, fill in your best choice. You may return to the question later if you have time.
 - If you finish the section of the test that you are working on early, you may review your answers in that section only. You may not review any other section or go on to the next section of the test.

Are there any questions? [*Answer any questions the students may have.*]

Pick up your answer sheet and find Section 1 for the Reading test. This is where you will fill in your responses to the questions. [*Pause.*] Look at the sample question on the next page of your test booklet and follow along as we review the sample question.

The sample test question below is provided to show you what the questions in the test are like and how to mark your answer to each question. For each question, choose the one best answer and fill in the circle in the space provided on your answer sheet for the answer you have chosen. Be sure to mark all of your answers to the questions on your answer sheet.

Read the sample passage now.

4. Allow time for students to read the sample passage. Go over the sample question with students, and be sure they fill in the answer to the sample question in the appropriate place on their answer sheet. Ask students if they have any questions about the sample test item, and answer any procedural questions.

5. **Say** You will have 70 minutes to answer the questions in Section 1 of the Reading test. Read each question carefully and fill in your answer in the space provided on your answer sheet. Stop when you reach the stop sign after question 25 in your *Student Test Booklet*. This will match the line with the word "stop" beside it on your *Student Answer Sheet*. If you finish this section before time is called, you may go back and check your work in this section only. You may not review any other section or look ahead to Section 2. Do you have any questions about what to do or where to fill in your answers? [Answer any procedural questions the students may have.]
- Now, turn the page to Reading, Section 1. You may begin.

6. Walk around the room from time to time to make sure students are filling in their answers appropriately. All students should be given at least 45 minutes to complete Section 1. If all students finish before 70 minutes have passed, go on to #7. However, if any students are still productively engaged in completing Section 1, allow them the full 70 minutes before continuing with #7.

7. **Say** Please stop working.
- Insert your answer sheet into your test booklet and close your test booklet. You may now take a break. You may stand and stretch for 10 minutes. Your test booklet should remain closed on your desk. Please do not talk.

8. At this time, allow students to stand and stretch for 10 minutes. Make sure their answer sheets are inserted into their test booklets and their test booklets are closed. After no more than 10 minutes, continue with #9.

9. **Say** Please sit down again.
- Keep your test booklet closed, and wait quietly as we get ready to move on to the next section.

**TRANSCRIPTION OF RECORDED STATEMENT
BDI INVESTIGATOR AND THOMASVILLE HEIGHTS ELEMENTARY**

Dr. Stacy Brondage

Investigator I'm Stan Williams representing Atlanta Public Schools and the Office of Internal Resolution. Today's date is Friday, May 2nd, 2008. I'm at Thomasville Heights Elementary School and preparing to take a statement from Dr. Stacy Brondage. Dr. Brondage, would you please state your name?

Dr. Brondage It's Dr. Stacy Brondage.

Investigator Dr. Brondage, do you understand this statement is being recorded?

Dr. Brondage Yes sir.

Investigator Dr. Brondage, do you affirm to answer truthfully and to be the best of your knowledge?

Dr. Brondage Yes, I do.

Investigator Dr. Brondage how long have you been employed by Atlanta Public Schools?

Dr. Brondage I've been employed by Atlanta Public Schools since 2004. I came here in 2001 from the State Department of Education. So I've been here several years.

Investigator How long have you been at Thomasville Heights Elementary School?

Dr. Brondage Seven years.

Investigator And, what is your position at the school?

Dr. Brondage I'm the Instructions Specialist and the Upper Literacy Coach.

Investigator How many CRCT Testing's have you been in involved with?

Dr. Brondage I've been involved in testing since 2001. I usually assist the Test Coordinator.

Investigator In what capacity have you participated in the student testing?

Dr. Brondage As monitors who help distribute the test, help with the insiders, and to collect the test. Occasionally I have administered the test before.

Investigator Where did you administer a test?

Dr. Brondage I administered the test to our First Grade this year because the teacher was out due to death in the family.

Reading—Section 2

Estimated time: 70 minutes

- Say** Now you will take Section 2 of the Reading Criterion-Referenced Competency Test. You will have 70 minutes to answer the questions in Section 2. Stop when you reach the stop sign after question 50 in your *Student Test Booklet*. This will match the line with the word “stop” beside it on your *Student Answer Sheet*. If you finish this section before time is called, you may go back and check your work in this section only. You may not review any other section or look back to Section 1. When you are finished, insert your answer sheet into your test booklet, close your test booklet, and sit quietly or read a book.

Now, take out your answer sheet and find Section 2 for the Reading test. Open your test booklet to Reading Section 2, question 26. *[Pause while students are opening their test booklets; make sure all students are on the correct page.]*

You may begin. *[Make sure students begin filling in their answers in the correct place on the answer sheet.]*

- Walk around the room from time to time to make sure students are filling in their answers appropriately. All students should be given at least 45 minutes to complete Section 2. If all students finish before 70 minutes have passed, go on to #3. However, if any students are still productively engaged in completing Section 2, allow them the full 70 minutes before continuing with #3.

- Say** Please stop working. Insert your answer sheet into your test booklet and close your test booklet.

- Collect the test booklets and answer sheets. As you collect them, check each test booklet to make sure the student's name is printed on the cover. Make sure the test booklet Form number matches the Form number filled in under Section 8 of the *Student Answer Sheet*. Count the test booklets and answer sheets to confirm that all test materials are accounted for, and return them to the School Test Coordinator at the conclusion of each testing day.

DIRECTIONS FOR ADMINISTERING THE ENGLISH/LANGUAGE ARTS CRCT

English/Language Arts—Section 1

Estimated time: 70 minutes (plus 10 minutes for the break)

Materials needed:

- *Student Test Booklets* and *Student Answer Sheets*
- Sharpened No. 2 pencils with erasers

1. Make sure that all desks are cleared.

2. **Say** I am going to give you your test booklet and answer sheet. When you receive them, check to make sure I have given you the correct test booklet and answer sheet and not another student's. Do not open your test booklet or mark on your answer sheet until I tell you to. [*Distribute Student Test Booklets and Student Answer Sheets.*]
- Set your test booklet to the side. [*Pause.*] I will now read some opening instructions to you.
- The English/Language Arts Criterion-Referenced Competency Test will be administered in two sections. Both sections of the test are made up of multiple-choice questions. When answering the multiple-choice questions, select the best answer and fill in the circle for the answer you have chosen. Do your best to answer each question.
- Open your test booklet to English/Language Arts. Read the General Instructions silently as I read them aloud.
- Today you will be taking the English/Language Arts Criterion-Referenced Competency Test. The English/Language Arts test is made up of multiple-choice questions. A sample has been included. The sample will show you how to mark your answers.

3. **Say** There are several important things to remember.
- Read each question carefully and think about the answer.
 - Answer all questions on your answer sheet, not in your test booklet. You may write in your test booklet, but only answers marked on your answer sheet will be scored.
 - For each question, choose the one best answer and fill in the circle in the space provided on your answer sheet.
 - If you do not know the answer to a question, fill in your best choice. You may return to the question later if you have time.
 - If you finish the section of the test that you are working on early, you may review your answers in that section only. You may not review any other section or go on to the next section of the test.
- Are there any questions? *[Answer any questions the students may have.]*
- Pick up your answer sheet and find Section 1 for the English/Language Arts test. This is where you will fill in your responses to the questions. *[Pause.]* Look at the sample question on the next page of your test booklet and follow along as we review the sample question.
- The sample test question below is provided to show you what the questions in the test are like and how to mark your answer to each question. For each question, choose the one best answer and fill in the circle in the space provided on your answer sheet for the answer you have chosen. Be sure to mark all of your answers to the questions on your answer sheet.

4. Have students read the sample item. Go over the sample question with students, and be sure they fill in the answer to the sample question in the appropriate place on their answer sheet. Ask students if they have any questions about the sample test item, and answer any procedural questions.

5. **Say** You will have 70 minutes to answer the questions in Section 1 of the English/Language Arts test. Read each question carefully and fill in your answer in the space provided on your answer sheet. Stop when you reach the stop sign after question 30 in your *Student Test Booklet*. This will match the line with the word "stop" beside it on your *Student Answer Sheet*. If you finish this section before time is called, you may go back and check your work in this section only. You may not review any other section or look ahead to Section 2. Do you have any questions about what to do or where to fill in your answers? *[Answer any procedural questions the students may have.]*
- Now, turn the page to English/Language Arts, Section 1. You may begin.

6. Walk around the room from time to time to make sure students are filling in their answers appropriately. All students should be given at least 45 minutes to complete Section 1. If all students finish before 70 minutes have passed, go on to #7. However, if any students are still productively engaged in completing Section 1, allow them the full 70 minutes before continuing with #7.

7. **Say** Please stop working.

Insert your answer sheet into your test booklet and close your test booklet. You may now take a break. You may stand and stretch for 10 minutes. Your test booklet should remain closed on your desk. Please do not talk.

8. At this time, allow students to stand and stretch for 10 minutes. Make sure their answer sheets are inserted into their test booklets and their test booklets are closed. After no more than 10 minutes, continue with #9.

9. **Say** Please sit down again.

Keep your test booklet closed, and wait quietly as we get ready to move on to the next section.

English/Language Arts—Section 2

Estimated time: 70 minutes

- Say** Now you will take Section 2 of the English/Language Arts Criterion-Referenced Competency Test. You will have 70 minutes to answer the questions in Section 2. Stop when you reach the stop sign after question 60 in your *Student Test Booklet*. This will match the line with the word “stop” beside it on your *Student Answer Sheet*. If you finish this section before time is called, you may go back and check your work in this section only. You may not review any other section or look back to Section 1. When you are finished, insert your answer sheet into your test booklet, close your test booklet, and sit quietly or read a book.

Now, take out your answer sheet and find Section 2 for the English/Language Arts test. Open your test booklet to English/Language Arts Section 2, question 31. [Pause while students are opening their test booklets; make sure all students are on the correct page.]

You may begin. [Make sure students begin filling in their answers in the correct place on the answer sheet.]

- Walk around the room from time to time to make sure students are filling in their answers appropriately. All students should be given at least 45 minutes to complete Section 2. If all students finish before 70 minutes have passed, go on to #3. However, if any students are still productively engaged in completing Section 2, allow them the full 70 minutes before continuing with #3.

- Say** Please stop working.
Insert your answer sheet into your test booklet and close your test booklet.

- Collect the test booklets and answer sheets. As you collect them, check each test booklet to make sure the student's name is printed on the cover. Make sure the test booklet Form number matches the Form number filled in under Section 8 of the *Student Answer Sheet*. Count the test booklets and answer sheets to confirm that all test materials are accounted for, and return them to the School Test Coordinator at the conclusion of each testing day.

DIRECTIONS FOR ADMINISTERING THE MATHEMATICS CRCT

Mathematics—Section 1

Estimated time: 70 minutes (plus 10 minutes for the break)

Materials needed:

- *Student Test Booklets and Student Answer Sheets*
- Sharpened No. 2 pencils with erasers
- Two sheets of blank scratch paper per student

NOTE: Calculators are **not** allowed during any portion of this test.

1. Make sure that all desks are cleared.

2. **Say**

I am going to give you your test booklet and answer sheet. When you receive them, check to make sure I have given you the correct test booklet and answer sheet and not another student's. Do not open your test booklet or mark on your answer sheet until I tell you to. [*Distribute Student Test Booklets and Student Answer Sheets.*]

I am providing you with two clean sheets of scratch paper to use during the Mathematics Criterion-Referenced Competency Test. You can use the scratch paper to help you solve the math problems, but be sure to record all your answers on your answer sheet. [*Distribute two sheets of blank scratch paper to each student.*]

If you need more scratch paper during the test administration, please raise your hand. Now, write your name in the upper right-hand corner of each sheet of scratch paper. I will collect the scratch paper at the end of testing, whether you use it or not. [*Allow students time to write their names on the scratch paper.*]

Set your test booklet to the side. [*Pause.*] I will now read some opening instructions to you.

The Mathematics Criterion-Referenced Competency Test will be administered in two sections. Both sections of the test are made up of multiple-choice questions. When answering the multiple-choice questions, select the best answer and fill in the circle for the answer you have chosen. Do your best to answer each question.

3. **Say** Open your test booklet to Mathematics. Read the General Instructions silently as I read them aloud.

Today you will be taking the Mathematics Criterion-Referenced Competency Test. The Mathematics test is made up of multiple-choice questions. A sample has been included. The sample will show you how to mark your answers.

There are several important things to remember.

- Read each question carefully and think about the answer.
- Answer all questions on your answer sheet, not in your test booklet. You may write in your test booklet, but only answers marked on your answer sheet will be scored.
- For each question, choose the one best answer and fill in the circle in the space provided on your answer sheet.
- If you do not know the answer to a question, fill in your best choice. You may return to the question later if you have time.
- If you finish the section of the test that you are working on early, you may review your answers in that section only. You may not review any other section or go on to the next section of the test.

Are there any questions? *[Answer any questions the students may have.]*

Pick up your answer sheet and find Section 1 for the Mathematics test. This is where you will fill in your responses to the questions. *[Pause.]* Look at the sample question on the next page of your test booklet and follow along as we review the sample question.

The sample test question below is provided to show you what the questions in the test are like and how to mark your answer to each question. For each question, choose the one best answer and fill in the circle in the space provided on your answer sheet for the answer you have chosen. Be sure to mark all of your answers to the questions on your answer sheet.

4. Have students read the sample item. Go over the sample question with students, and be sure they fill in the answer to the sample question in the appropriate place on their answer sheet. Ask students if they have any questions about the sample test item, and answer any procedural questions. If you are administering the grade 3, 4, or 5 CRCT, skip ahead to #6. If you are administering the grade 6, 7, or 8 CRCT, continue with #5.

5. **Say** Look at the bottom of the page, under the heading "Formulas." Below are formulas you may find useful as you work through the problems. However, some of the formulas may not be used. You may refer to this page as you take the test.

6. **Say** You will have 70 minutes to answer the questions in Section 1 of the Mathematics test. Read each question carefully and fill in your answer in the space provided on your answer sheet. Stop when you reach the stop sign after question 35 in your *Student Test Booklet*. This will match the line with the word "stop" beside it on your *Student Answer Sheet*. If you finish this section before time is called, you may go back and check your work in this section only. You may not review any other section or look ahead to Section 2. Do you have any questions about what to do or where to fill in your answers? [Answer any procedural questions the students may have.]
- Now, turn the page to Mathematics, Section 1. You may begin.

7. Walk around the room from time to time to make sure students are filling in their answers appropriately. All students should be given at least 45 minutes to complete Section 1. If all students finish before 70 minutes have passed, go on to #8. However, if any students are still productively engaged in completing Section 1, allow them the full 70 minutes before continuing with #8.

8. **Say** Please stop working.
- Insert your answer sheet and scratch paper into your test booklet and close your test booklet. You may now take a break. You may stand and stretch for 10 minutes. Your test booklet should remain closed on your desk. Please do not talk.

9. At this time, allow students to stand and stretch for 10 minutes. Make sure their answer sheets and scratch paper are inserted into their test booklets and their test booklets are closed. After no more than 10 minutes, go on to #10.

10. **Say** Please sit down again.
- Keep your test booklet closed, and wait quietly as we get ready to move on to the next section.

Mathematics—Section 2

Estimated time: 70 minutes

1. **Say** Now you will take Section 2 of the Mathematics Criterion-Referenced Competency Test. You will have 70 minutes to answer the questions in Section 2. Stop when you reach the stop sign after question 70 in your *Student Test Booklet*. This will match the line with the word “stop” beside it on your *Student Answer Sheet*. If you finish this section before time is called, you may go back and check your work in this section only. You may not review any other section or look back to Section 1. When you are finished, insert your answer sheet and scratch paper into your test booklet, close your test booklet, and sit quietly or read a book.

Now, take out your answer sheet and find Section 2 for the Mathematics test. Open your test booklet to Mathematics Section 2, question 36.

[Pause while students are opening their test booklets; make sure all students are on the correct page.]

2. If you are administering the grade 3, 4, or 5 CRCT, skip ahead to #4. If you are administering the grade 6, 7, or 8 CRCT, continue with #3.

3. **Say** When you find Section 2 in your test booklet, turn back one page and look under the heading “Formulas.” Below are formulas you may find useful as you work through the problems. However, some of the formulas may not be used. You may refer to this page as you take the test.

4. **Say** You may begin. *[Make sure students begin filling in their answers in the correct place on the answer sheet.]*

5. Walk around the room from time to time to make sure students are filling in their answers appropriately. All students should be given at least 45 minutes to complete Section 2. If all students finish before 70 minutes have passed, go on to #6. However, if any students are still productively engaged in completing Section 2, allow them the full 70 minutes before continuing with #6.

6. **Say** Please stop working.

Insert your answer sheet and scratch paper into your test booklet and close your test booklet.

7. Collect the test booklets and answer sheets and the two sheets (minimum) of scratch paper. As you collect them, check each test booklet to make sure the student's name is printed on the cover. Make sure the test booklet Form number matches the Form number filled in under Section 8 of the *Student Answer Sheet*. Count the test booklets and answer sheets to confirm that all test materials are accounted for, and return them to the School Test Coordinator at the conclusion of each testing day.

Investigator Prior to the 2008 CRCRT Testing at Thomasville Heights, what was your responsibility?

Dr. Brondage Well I administered a test for a First Grade class but before I did that, in the morning I would assist the Special Reading materials out of state in order to make sure the tests never left alone prior to the distribution; and I did help collect them.

Investigator Are you familiar with the state rules for administering CRCT Testing?

Dr. Brondage Yes sir.

Investigator Did the Principal at Thomasville Heights meet with you prior to this year's testing to discuss the upcoming test?

Dr. Brondage Yes sir.

Investigator When did that meeting occur?

Dr. Brondage It occurred a few days before the testing- I can't give you the exact date- but we had an In-service prior to testing.

Investigator Who conducted the In-service?

Dr. Brondage Tracy Fischer.

Investigator And was that a different meeting from the meeting with the Principal?

Dr. Brondage A separate meeting? Yes.

Investigator The meeting with the Principal, when did it occur?

Dr. Brondage We have Administrative break-through so that would have occurred on a Monday morning probably.

Investigator In the meeting in which the CRCT Testing was discussed, specifically what was said, as best you can recall?

Dr. Brondage Just to make sure we were monitoring the students that everyone actively monitors, just to ensure that if the students got off track that they get them back on track. Just to encourage the students to do their best, and pretty much just motivational; as one prepared for the kids and was ready to go.

Investigator Have there been any discussions at the school about the need to make the Superintendent's target?

Dr. Brondage Yes sir. We talked about the targets; at the time so we know exactly what we have to do in order to meet the targets.

DIRECTIONS FOR ADMINISTERING THE SCIENCE CRCT

Science—Section 1

Estimated time: 70 minutes (plus 10 minutes for the break)

Materials needed:

- *Student Test Booklets* and *Student Answer Sheets*
- Sharpened No. 2 pencils with erasers

1. Make sure that all desks are cleared.

2. **Say** I am going to give you your test booklet and answer sheet. When you receive them, check to make sure I have given you the correct test booklet and answer sheet and not another student's. Do not open your test booklet or mark on your answer sheet until I tell you to. [*Distribute Student Test Booklets and Student Answer Sheets.*]
- Set your test booklet to the side. [*Pause.*] I will now read some opening instructions to you.
- The Science Criterion-Referenced Competency Test will be administered in two sections. Both sections of the test are made up of multiple-choice questions. When answering the multiple-choice questions, select the best answer and fill in the circle for the answer you have chosen. Do your best to answer each question.
- Open your test booklet to Science. Read the General Instructions silently as I read them aloud.
- Today you will be taking the Science Criterion-Referenced Competency Test. The Science test is made up of multiple-choice questions. A sample has been included. The sample will show you how to mark your answers.

3. **Say** There are several important things to remember.

- Read each question carefully and think about the answer.
- Answer all questions on your answer sheet, not in your test booklet. You may write in your test booklet, but only answers marked on your answer sheet will be scored.
- For each question, choose the one best answer and fill in the circle in the space provided on your answer sheet.
- If you do not know the answer to a question, fill in your best choice. You may return to the question later if you have time.
- If you finish the section of the test that you are working on early, you may review your answers in that section only. You may not review any other section or go on to the next section of the test.

Are there any questions? *[Answer any questions the students may have.]*

Pick up your answer sheet and find Section 1 for the Science test. This is where you will fill in your responses to the questions. *[Pause.]* Look at the sample question on the next page of your test booklet and follow along as we review the sample question.

The sample test question below is provided to show you what the questions in the test are like and how to mark your answer to each question. For each question, choose the one best answer and fill in the circle in the space provided on your answer sheet for the answer you have chosen. Be sure to mark all of your answers to the questions on your answer sheet.

4. Have students read the sample item. Go over the sample question with students, and be sure they fill in the answer to the sample question in the appropriate place on their answer sheet. Ask students if they have any questions about the sample test item, and answer any procedural questions.

5. **Say** You will have 70 minutes to answer the questions in Section 1 of the Science test. Read each question carefully and fill in your answer in the space provided on your answer sheet. Stop when you reach the stop sign after question 35 in your *Student Test Booklet*. This will match the line with the word "stop" beside it on your *Student Answer Sheet*. If you finish this section before time is called, you may go back and check your work in this section only. You may not review any other section or look ahead to Section 2. Do you have any questions about what to do or where to fill in your answers? *[Answer any procedural questions the students may have.]*

Now, turn the page to Science, Section 1. You may begin.

6. Walk around the room from time to time to make sure students are filling in their answers appropriately. All students should be given at least 45 minutes to complete Section 1. If all students finish before 70 minutes have passed, go on to #7. However, if any students are still productively engaged in completing Section 1, allow them the full 70 minutes before continuing with #7.

7. **Say** Please stop working.

Insert your answer sheet into your test booklet and close your test booklet. You may now take a break. You may stand and stretch for 10 minutes. Your test booklet should remain closed on your desk. Please do not talk.

8. At this time, allow students to stand and stretch for 10 minutes. Make sure their answer sheets are inserted into their test booklets and their test booklets are closed. After no more than 10 minutes, continue with #9.

9. **Say** Please sit down again.

Keep your test booklet closed, and wait quietly as we get ready to move on to the next section.

Science—Section 2

Estimated time: 70 minutes

1. **Say** Now you will take Section 2 of the Science Criterion-Referenced Competency Test. You will have 70 minutes to answer the questions in Section 2. Stop when you reach the stop sign after question 70 in your *Student Test Booklet*. This will match the line with the word “stop” beside it on your *Student Answer Sheet*. If you finish this section before time is called, you may go back and check your work in this section only. You may not review any other section or look back to Section 1. When you are finished, insert your answer sheet into your test booklet, close your test booklet, and sit quietly or read a book.

Now, take out your answer sheet and find Section 2 for the Science test. Open your test booklet to Science Section 2, question 36. *[Pause while students are opening their test booklets; make sure all students are on the correct page.]*

You may begin. *[Make sure students begin filling in their answers in the correct place on the answer sheet.]*

2. Walk around the room from time to time to make sure students are filling in their answers appropriately. All students should be given at least 45 minutes to complete Section 2. If all students finish before 70 minutes have passed, go on to #3. However, if any students are still productively engaged in completing Section 2, allow them the full 70 minutes before continuing with #3.

3. **Say** Please stop working.

Insert your answer sheet into your test booklet and close your test booklet.

4. Collect the test booklets and answer sheets. As you collect them, check each test booklet to make sure the student's name is printed on the cover. Make sure the test booklet Form number matches the Form number filled in under Section 8 of the *Student Answer Sheet*. Count the test booklets and answer sheets to confirm that all test materials are accounted for, and return them to the School Test Coordinator at the conclusion of each testing day.

DIRECTIONS FOR ADMINISTERING THE SOCIAL STUDIES CRCT

Social Studies—Section 1

Estimated time: 70 minutes (plus 10 minutes for the break)

Materials needed:

- *Student Test Booklets* and *Student Answer Sheets*
- Sharpened No. 2 pencils with erasers

1. Make sure that all desks are cleared.

2. **Say** I am going to give you your test booklet and answer sheet. When you receive them, check to make sure I have given you the correct test booklet and answer sheet and not another student's. Do not open your test booklet or mark on your answer sheet until I tell you to.
[Distribute *Student Test Booklets* and *Student Answer Sheets*.]
- Set your test booklet to the side. [Pause.] I will now read some opening instructions to you.
- The Social Studies Criterion-Referenced Competency Test will be administered in two sections. Both sections of the test are made up of multiple-choice questions. When answering the multiple-choice questions, select the best answer and fill in the circle for the answer you have chosen. Do your best to answer each question.
- Open your test booklet to Social Studies. Read the General Instructions silently as I read them aloud.
- Today you will be taking the Social Studies Criterion-Referenced Competency Test. The Social Studies test is made up of multiple-choice questions. A sample has been included. The sample will show you how to mark your answers.

3. **Say** There are several important things to remember.
- Read each question carefully and think about the answer.
 - Answer all questions on your answer sheet, not in your test booklet. You may write in your test booklet, but only answers marked on your answer sheet will be scored.
 - For each question, choose the one best answer and fill in the circle in the space provided on your answer sheet.
 - If you do not know the answer to a question, fill in your best choice. You may return to the question later if you have time.
 - If you finish the section of the test that you are working on early, you may review your answers in that section only. You may not review any other section or go on to the next section of the test.
- Are there any questions? *[Answer any questions the students may have.]*
- Pick up your answer sheet and find Section 1 for the Social Studies test. This is where you will fill in your responses to the questions. *[Pause.]* Look at the sample question on the next page of your test booklet and follow along as we review the sample question.
- The sample test question below is provided to show you what the questions in the test are like and how to mark your answer to each question. For each question, choose the one best answer and fill in the circle in the space provided on your answer sheet for the answer you have chosen. Be sure to mark all of your answers to the questions on your answer sheet.

4. Have students read the sample item. Go over the sample question with students, and be sure they fill in the answer to the sample question in the appropriate place on their answer sheet. Ask students if they have any questions about the sample test item, and answer any procedural questions.

5. **Say** You will have 70 minutes to answer the questions in Section 1 of the Social Studies test. Read each question carefully and fill in your answer in the space provided on your answer sheet. Stop when you reach the stop sign after question 35 in your *Student Test Booklet*. This will match the line with the word "stop" beside it on your *Student Answer Sheet*. If you finish this section before time is called, you may go back and check your work in this section only. You may not review any other section or look ahead to Section 2. Do you have any questions about what to do or where to fill in your answers? *[Answer any procedural questions the students may have.]*
- Now, turn the page to Social Studies, Section 1. You may begin.

6. Walk around the room from time to time to make sure students are filling in their answers appropriately. All students should be given at least 45 minutes to complete Section 1. If all students finish before 70 minutes have passed, go on to #7. However, if any students are still productively engaged in completing Section 1, allow them the full 70 minutes before continuing with #7.

7. **Say** Please stop working.

Insert your answer sheet into your test booklet and close your test booklet. You may now take a break. You may stand and stretch for 10 minutes. Your test booklet should remain closed on your desk. Please do not talk.

8. At this time, allow students to stand and stretch for 10 minutes. Make sure their answer sheets are inserted into their test booklets and their test booklets are closed. After no more than 10 minutes, continue with #9.

9. **Say** Please sit down again.

Keep your test booklet closed, and wait quietly as we get ready to move on to the next section.

Social Studies—Section 2

Estimated time: 70 minutes

1. **Say** Now you will take Section 2 of the Social Studies Criterion-Referenced Competency Test. You will have 70 minutes to answer the questions in Section 2. Stop when you reach the stop sign after question 70 in your *Student Test Booklet*. This will match the line with the word “stop” beside it on your *Student Answer Sheet*. If you finish this section before time is called, you may go back and check your work in this section only. You may not review any other section or look back to Section 1. When you are finished, insert your answer sheet into your test booklet, close your test booklet, and sit quietly or read a book.

Now, take out your answer sheet and find Section 2 for the Social Studies test. Open your test booklet to Social Studies Section 2, question 36.
[Pause while students are opening their test booklets; make sure all students are on the correct page.]

You may begin. *[Make sure students begin filling in their answers in the correct place on the answer sheet.]*
2. Walk around the room from time to time to make sure students are filling in their answers appropriately. All students should be given at least 45 minutes to complete Section 2. If all students finish before 70 minutes have passed, go on to #3. However, if any students are still productively engaged in completing Section 2, allow them the full 70 minutes before continuing with #3.
3. **Say** Please stop working.

Insert your answer sheet into your test booklet and close your test booklet.
4. Collect the test booklets and answer sheets. As you collect them, check each test booklet to make sure the student’s name is printed on the cover. Make sure the test booklet Form number matches the Form number filled in under Section 8 of the *Student Answer Sheet*. Count the test booklets and answer sheets to confirm that all test materials are accounted for, and return them to the School Test Coordinator at the conclusion of each testing day.

POST-TESTING ACTIVITIES

This section describes what a Test Examiner should do after testing in all content areas is complete. Read this information carefully and follow all directions. If you have questions, contact your School Test Coordinator.

ENCODING STUDENT INFORMATION

Federal and state regulations require accurate coding of student demographic information. Follow these steps to verify the coding of this information:

1. For *Student Answer Sheets* without a pre-ID label, verify that Sections 1 through 8 have been completed with the correct information and the appropriate circles have been filled in for each section.

Test Examiners must ensure that each student's *Student Answer Sheet* is correctly identified with both his or her nine-digit state FTE Student ID number and his or her ten-digit GTID number. No other student identification numbers may be used.

2. For *Student Answer Sheets* with a pre-ID label, verify that Sections 1 and 8 have been completed with the correct information.
3. Use the following directions to complete the "For Teacher Use Only" section on the inside front cover of the *Student Answer Sheets*. Fill in the appropriate circles in Sections 9 through 14 as applicable for each student.

After you have completed the "For Teacher Use Only" section for applicable students, you will need to check each *Student Answer Sheet* to make sure it is free of any stray marks. ONLY answers filled in properly (with a No. 2 pencil) will be scored and reported. Return the *Student Answer Sheets* to the School Test Coordinator. Make sure materials are stacked in the order prescribed in this manual (see page 45).

COMPLETING SECTIONS 9-14: "FOR TEACHER USE ONLY"

It is imperative that information be filled in correctly for each student taking the CRCTs. Federal and state regulations require complete and accurate coding of student information for reporting purposes. Sections 9 through 14 should be left blank if they are not applicable to the student.

Section 9: SRC

The information provided below will help you assign the correct State-Required Codes (SRCs) for students who receive special education services:

- If the student receives special education services, fill in the appropriate circle(s) next to the student's classification(s). Please refer to the student's Individualized Education Plan (IEP) for the appropriate classification(s).

NOTE: For the student's primary classification, only one response circle should be filled in for SRCs 1–12 or 14–15. Additional response circles for SRCs 13–14 and 16–19 may be filled in as applicable. SRCs are listed in the following table.

SRCs	
01 Visual Impairments	11 Emotional and Behavioral Disorders
02 Deaf/Hard of Hearing	12 Other Health Impairments
03 Deaf/Blind	13 English Language Learner (ELL)
04 Specific Learning Disabilities	14 Section 504
05 Mild Intellectual Disabilities	15 Significant Development Delay (K–5 only)
06 Traumatic Brain Injury	16 Title I Reading
07 Moderate/Severe/Profound Intellectual Disabilities	17 Title I Math
08 Autism	18 Migrant Certified
09 Orthopedic Impairments	19 English Language Learner—Monitored
10 Speech-Language Impairments	

- If a Georgia Migrant Education Agency has identified the student as Migrant Certified, fill in the appropriate circle (18). The four regional Georgia Migrant Education Agencies have provided each system with a listing of students who are Migrant Certified. Only certified students should be coded.
- If the student is classified under Section 504, fill in the appropriate circle (14). A student is eligible to be coded as Section 504 if he or she has a current Individual Accommodation Plan (IAP) on file.
- If the student is identified as an English Language Learner (ELL) according to Board of Education Rule 160-4-5-.02, fill in the appropriate circle (13). A student is eligible to be coded as ELL if the student's native language is not English and he or she is eligible for English to Speakers of Other Languages (ESOL) services in accordance with Rule 160-4-5-.02, regardless of whether or not the student receives ESOL services. Students who are not eligible for ESOL services (as specified in Rule 160-4-5-.02) may not be coded as ELL. Fill in circle 19 for those students who have exited the ESOL program but who are still being monitored.

Investigator What's the setting of the meeting? Is it a faculty meeting? An individual meeting? What is the general setting?

Dr. Brondage Generally faculty meetings, however, our coaches- the Literacy Coaches and CRCT Math Coaches- we meet at state levels as well and just talk about ways to help our students be successful.

Investigator Did you feel pressured by the discussions or discussions to meet the Superintendent's target?

Dr. Brondage Absolutely not. No sir.

Investigator Were there ever any threats made, directly or indirectly, to parties who were meeting the Superintendent's targets?

Dr. Brondage No.

Investigator Were PDP's ever referenced as a disciplinary action that would be pursued if Superintendent's targets were not met?

Dr. Brondage No sir.

Investigator Did the Principal or anyone suggest to you that hints or answers be provided to students during the testing?

Dr. Brondage No sir.

Investigator Were there any irregularities or issues with the CRCT Testing to your knowledge?

Dr. Brondage Yes, there was one. A test answer sheet was misplaced. While I don't suspect that it was missing, it was accounted for on Friday, but on Monday, this answer document could not be located.

Investigator Now, what class was the test from?

Dr. Brondage From Ms. Gisele. Brown's Fourth grade class.

Investigator What was your involvement in that process?

Dr. Brondage I assisted with the checking procedure with that class and I know that she turned in the correct number of answer sheets and test booklets on Friday.

Investigator You say you were involved in the checking process?

Dr. Brondage Yes, I counted the tests, her tests.

Accommodations (requires at least one SRC)

If the student was given a test administration accommodation based on his or her Individualized Education Plan (IEP), Individual Accommodation Plan (IAP), or English Language Learner/Testing Participation Committee (ELL/TPC) Plan, fill in the appropriate circle in the Accommodations section. A current IEP, IAP, or ELL/TPC Plan must be on file for each student who receives an accommodation. Only state-approved accommodations may be used, following the guidance issued by GaDOE. If an accommodation is included in a student's plan that is not on the approved list, it must be reported as an irregularity. Students who are served by Student Support Teams (SST) but do not qualify for services under IDEA or Section 504 status may not be granted accommodations. **Failure to provide appropriate accommodations or providing accommodations to students who are not eligible is a direct violation of state regulations and must be reported.**

Accommodation Type

If the student was given a test administration accommodation based on his or her IEP, IAP, or ELL/TPC, fill in the appropriate circle(s) under Accommodation Type to identify it as a Setting, Presentation, Response, or Scheduling accommodation.

Conditional Administration

Conditional administrations result from the use of conditional accommodations. Conditional accommodations are more expansive than standard accommodations, and are intended to provide access to students with more severe disabilities or very limited English proficiency who would not be able to access the tests without such assistance. Only students meeting strict criteria (outlined in the *2008–2009 Student Assessment Handbook*) are eligible for conditional accommodations. Any use of conditional accommodations **must** be coded. Per State Board rule, only a small number of students should participate in conditional administrations. **ELL-M students are NOT eligible for conditional accommodations.**

Definitions of Setting, Presentation, Response, and Scheduling accommodations (both standard and conditional) are provided in the following table.

ACCOMMODATIONS		
	STUDENTS WITH DISABILITIES: IEP AND SECTION 504 IAP	ENGLISH LANGUAGE LEARNERS: ELL/TPC PLAN
Setting Accommodations:		
Special education/ESOL classroom	Standard	Standard
Special or adapted lighting	Standard	
Small group	Standard	Standard
Preferential seating	Standard	Standard
Sound field adaptations	Standard	
Adaptive furniture (e.g., slant board)	Standard	

ACCOMMODATIONS		
	STUDENTS WITH DISABILITIES: IEP AND SECTION 504 IAP	ENGLISH LANGUAGE LEARNERS: ELL/TPC PLAN
Individual or study carrel	Standard	Standard
Individual administration	Standard	Standard
Test administered by certified educator familiar to student	Standard	
Presentation Accommodations		
Large-Print	Standard	
Sign the directions	Standard	
Sign test questions	Standard	
Sign reading passages	Conditional (restricted to eligible students in grades 3–8 only)	
Explain or paraphrase the directions for clarity (in English only)	Standard	Standard
Braille	Standard	
Color overlays, templates, or place markers	Standard	Standard
Use of highlighter by student		
Oral reading of test questions in English only by reader or assistive technology	Standard	Standard
Oral reading of reading passages in English only by reader or assistive technology	Conditional (restricted to eligible students in grades 3–8 only)	Conditional (restricted to eligible students in grades 3–8 only)
Low vision aids (e.g., CCTV, magnifying equipment)	Standard	
Repetition of directions (in English only)	Standard	Standard
Materials presented with contrast and tactile cues	Standard	
Photograph used		
Substitute manipulative		
Use directions that have been marked by teacher		
Audio amplification devices or noise buffer/listening devices	Standard	
Response Accommodations		
Technology applications, such as Braille, word processor, or other communications device with all grammar and spell-check devices disabled	Standard	
Student marks answers in test booklet	Standard	Standard
Student points to answers	Standard	Standard
Verbal response in English only	Standard	Standard
Braille writer	Standard	
Basic function calculator or adapted basic calculator	Conditional (restricted to eligible students only)	

ACCOMMODATIONS		
	STUDENTS WITH DISABILITIES: IEP AND SECTION 504 IAP	ENGLISH LANGUAGE LEARNERS: ELL/TPC PLAN
Scribe	Standard	
Adapted writing tools (e.g., pencil grips, large-diameter pencil)	Standard	
Word-to-word dictionary		Standard
Scheduling Accommodations		
Frequent monitored breaks	Standard	Standard
Optimal time of day for testing	Standard	
Extended time	Standard	Standard
Flexibility in the order of administration for content areas	Standard	
Extending sessions over multiple days		

Section 10: First Year ELL Deferred

ELL students enrolled for the first time in a school in the United States may receive a one-time deferment from assessments in content areas other than mathematics and science. If the student was deferred from any CRCT content areas, fill in the appropriate response circles in this section.

Section 11: PTNA

If the student was present for the test administration but did not attempt any items in one or more content areas, this must be coded in the appropriate response circle under "PTNA."

Section 12: Braille/Large-Print

If the student was tested with a Braille or Large-Print version of the CRCTs, this must be coded in the appropriate response circle under "Braille/Large-Print."

Section 13: EIP Served

If the student has received services from the state's Early Intervention Program (EIP) at any time during the current school year, fill in the "Yes" circle under "EIP Served" (relevant to grades 1–5 only).

Section 14: Local Optional Coding

Systems may choose to use this section to code special program students to gauge their performance on the CRCTs. System Test Coordinators will designate a code to be filled in for this section; fill in the code number starting with the first box on the left. **Note that systems will not receive any special reports based on this coding.** The coding will generate information on each system's data file for the system to extract and disaggregate based on their requirements.

COMPLETING SECTIONS 15 AND 16: "STATE-DIRECTED USE ONLY"

Sections 15 and 16 should generally be filled in by the School Test Coordinator only. Directions for filling in these sections are as follows.

Section 15: SDUA: Georgia Network for Educational and Therapeutic Support (GNETS) Only

The following table is to be used by GNETS programs to report their assigned facilities code. The two-digit code should be filled in under Section 15 for all students who are served at a GNETS facility. This information is being collected in order to provide reports to each center.

GNETS PROGRAM NAME	STATE-DIRECTED CODE
Alpine Program	01
Burwell Program	02
Cedarwood Program	03
Coastal Academy	04
Coastal Georgia Comprehensive Academy	05
Mainstay	06
Dekalb-Rockdale Program	07
Elam Alexander Academy	08
Flint Area Learning Program	09
Harrell Learning Center	10
H.A.V.E.N. Academy	11
Heartland Academy	12
Horizon Academy	13
Northstar Educational and Therapeutic Services	14
North Metro Program	15
Northwest Georgia Educational Program	16
Oak Tree Program	17
GNETS of Oconee	18
Pathways Educational Program	19
River Quest Program	20
Rutland Academy	21
Sand Hills Program	22
South Metro Program	23
Woodall Program	24



THE STATE OF GEORGIA

EXECUTIVE ORDER

BY THE GOVERNOR:

WHEREAS: An audit conducted by the Office of Student Achievement found indications of possible test tampering in public school systems across the State, including Atlanta Public Schools ("APS") and Dougherty County Public Schools; and

WHEREAS: The State Board of Education directed all relevant school systems to investigate whether and where actual test tampering occurred and report back to the State Board of Education; and

WHEREAS: The investigations conducted by APS and Dougherty County Public Schools were insufficient in scope and in depth; and

WHEREAS: The laws and Constitution of this State vest in me the chief executive powers and the duty to take care that the laws are faithfully executed, and confer upon me broad investigatory powers; and

WHEREAS: The Office of Student Achievement has requested that I direct an independent investigation into this matter.

NOW, THEREFORE, PURSUANT TO THE AUTHORITY VESTED IN ME AS GOVERNOR OF THE STATE OF GEORGIA, IT IS HEREBY

ORDERED: That Michael J. Bowers and Robert E. Wilson are hereby appointed as special investigators into possible test tampering and any related issues in Atlanta Public Schools and Dougherty County Public Schools, in which capacity they shall have all investigatory powers granted to me or the Office of Student Achievement by Georgia law, including but not limited to those powers laid out in O.C.G.A. §§ 20-14-26, 45-15-17, and 45-15-19.

IT IS FURTHER


ORDERED: That Special Investigators Bowers and Wilson shall be assisted by Richard L. Hyde and others as designated by Bowers and Wilson or by future Executive Order.

IT IS FURTHER

ORDERED:

That Special Investigators Bowers and Wilson shall be compensated out of available funds in a manner consistent with the executed engagement letters attached hereto as Exhibits A and B, respectively.

This 26th day of August, 2010.


GOVERNOR

System Name	School Name	% of Classes Flagged_WTR
STATE AVERAGE	STATE AVERAGE	4.0%
APPLING COUNTY	BAXLEY WILDER	0.0%
APPLING COUNTY	FOURTH DISTRI	0.0%
APPLING COUNTY	ALTAMAHA ELEM	0.0%
APPLING COUNTY	APPLING CO PR	0.0%
APPLING COUNTY	APPLING CO EL	0.0%
APPLING COUNTY	APPLING CO MI	15.4%
ATKINSON COUNTY	ATKINSON HIGH	0.0%
ATKINSON COUNTY	WILLACOOCHEE	0.0%
ATKINSON COUNTY	PEARSON ELEME	1.0%
ATLANTA AREA SCHOOL	ATLANTA AREA	0.0%
ATLANTA PUBLIC SCHOOLS	HILLSIDE CONA	0.0%
ATLANTA PUBLIC SCHOOLS	APSCEP PARTNE	0.0%
ATLANTA PUBLIC SCHOOLS	NEIGHBORHOOD	0.0%
ATLANTA PUBLIC SCHOOLS	CENTENNIAL PL	0.0%
ATLANTA PUBLIC SCHOOLS	RIVERS ELEMEN	0.0%
ATLANTA PUBLIC SCHOOLS	LIN ELEMENTAR	0.0%
ATLANTA PUBLIC SCHOOLS	SUTTON MIDDLE	0.9%
ATLANTA PUBLIC SCHOOLS	BRANDON ELEME	1.0%
ATLANTA PUBLIC SCHOOLS	SMITH ELEMENT	1.0%
ATLANTA PUBLIC SCHOOLS	PRICE MIDDLE	2.2%
ATLANTA PUBLIC SCHOOLS	HOPE ELEMENTA	2.8%
ATLANTA PUBLIC SCHOOLS	ATLANTA CHART	3.0%
ATLANTA PUBLIC SCHOOLS	MORNINGSIDE E	3.2%
ATLANTA PUBLIC SCHOOLS	CORETTA SCOTT	3.7%
ATLANTA PUBLIC SCHOOLS	JACKSON ELEME	3.7%
ATLANTA PUBLIC SCHOOLS	KIPP WEST ATL	3.9%
ATLANTA PUBLIC SCHOOLS	THE BEST ACAD	3.9%
ATLANTA PUBLIC SCHOOLS	INMAN MIDDLE	4.5%
ATLANTA PUBLIC SCHOOLS	CHARLES R DRE	5.1%
ATLANTA PUBLIC SCHOOLS	KING MIDDLE S	6.1%
ATLANTA PUBLIC SCHOOLS	BURGESS PETER	7.1%
ATLANTA PUBLIC SCHOOLS	BUNCHE MIDDLE	7.5%
ATLANTA PUBLIC SCHOOLS	CONTINENTAL C	9.1%
ATLANTA PUBLIC SCHOOLS	BROWN MIDDLE	9.3%
ATLANTA PUBLIC SCHOOLS	GARDEN HILLS	9.7%
ATLANTA PUBLIC SCHOOLS	SYLVAN HILLS	10.4%
ATLANTA PUBLIC SCHOOLS	YOUNG MIDDLE	11.4%
ATLANTA PUBLIC SCHOOLS	KIMBERLY ELEM	11.7%
ATLANTA PUBLIC SCHOOLS	LONG MIDDLE S	12.4%
ATLANTA PUBLIC SCHOOLS	IMAGINE WESLE	13.7%
ATLANTA PUBLIC SCHOOLS	BOLTON ACADEM	15.9%
ATLANTA PUBLIC SCHOOLS	THE BRIDGE	16.7%
ATLANTA PUBLIC SCHOOLS	GROVE PARK EL	20.0%
ATLANTA PUBLIC SCHOOLS	HERNDON ELEME	20.4%
ATLANTA PUBLIC SCHOOLS	WILLIAMS ELEM	20.4%
ATLANTA PUBLIC SCHOOLS	PARKSIDE ELEM	21.3%
ATLANTA PUBLIC SCHOOLS	TOOMER ELEMEN	21.4%
ATLANTA PUBLIC SCHOOLS	MILES ELEMENT	21.7%
ATLANTA PUBLIC SCHOOLS	BETHUNE ELEME	23.1%

ATLANTA PUBLIC SCHOOLS	M A JONES ELE	23.1%
ATLANTA PUBLIC SCHOOLS	HARPER ARCHER	24.1%
ATLANTA PUBLIC SCHOOLS	UNIVERSITY CO	25.0%
ATLANTA PUBLIC SCHOOLS	CLEVELAND ELE	26.1%
ATLANTA PUBLIC SCHOOLS	ADAMSVILLE EL	27.8%
ATLANTA PUBLIC SCHOOLS	HERITAGE ACAD	28.2%
ATLANTA PUBLIC SCHOOLS	CASCADE ELEME	28.8%
ATLANTA PUBLIC SCHOOLS	C W HILL ELEM	29.4%
ATLANTA PUBLIC SCHOOLS	BENJAMIN S CA	30.0%
ATLANTA PUBLIC SCHOOLS	SLATER ELEMEN	30.3%
ATLANTA PUBLIC SCHOOLS	COAN MIDDLE S	31.4%
ATLANTA PUBLIC SCHOOLS	CRIM HIGH SCH	33.3%
ATLANTA PUBLIC SCHOOLS	DOBBS ELEMENT	33.3%
ATLANTA PUBLIC SCHOOLS	THOMASVILLE H	39.1%
ATLANTA PUBLIC SCHOOLS	FAIN ELEMENTA	39.7%
ATLANTA PUBLIC SCHOOLS	COOK ELEMENTA	40.7%
ATLANTA PUBLIC SCHOOLS	EAST LAKE ELE	42.0%
ATLANTA PUBLIC SCHOOLS	BEECHER HILLS	42.6%
ATLANTA PUBLIC SCHOOLS	BENTEN ELEME	43.1%
ATLANTA PUBLIC SCHOOLS	HUMPHRIES ELE	46.7%
ATLANTA PUBLIC SCHOOLS	HUTCHINSON EL	47.0%
ATLANTA PUBLIC SCHOOLS	WHITE ELEMENT	47.4%
ATLANTA PUBLIC SCHOOLS	DEERWOOD ACAD	47.8%
ATLANTA PUBLIC SCHOOLS	FINCH ELEMENT	48.0%
ATLANTA PUBLIC SCHOOLS	FICKETT ELEME	51.4%
ATLANTA PUBLIC SCHOOLS	KENNEDY MIDDLE	53.2%
ATLANTA PUBLIC SCHOOLS	TURNER MIDDLE	54.0%
ATLANTA PUBLIC SCHOOLS	WEST MANOR EL	54.9%
ATLANTA PUBLIC SCHOOLS	BOYD ELEMENTA	56.1%
ATLANTA PUBLIC SCHOOLS	D H STANTON E	58.3%
ATLANTA PUBLIC SCHOOLS	WHITEFOORD EL	59.3%
ATLANTA PUBLIC SCHOOLS	WOODSON ELEME	63.3%
ATLANTA PUBLIC SCHOOLS	TOWNS ELEMENT	63.6%
ATLANTA PUBLIC SCHOOLS	BLALOCK ELEME	66.7%
ATLANTA PUBLIC SCHOOLS	PERKERSON ELE	66.7%
ATLANTA PUBLIC SCHOOLS	SCOTT ELEMENT	68.0%
ATLANTA PUBLIC SCHOOLS	DUNBAR ELEMEN	68.6%
ATLANTA PUBLIC SCHOOLS	CONNALLY ELEM	70.5%
ATLANTA PUBLIC SCHOOLS	CAPITOL VIEW	70.8%
ATLANTA PUBLIC SCHOOLS	VENETIAN HILL	75.4%
ATLANTA PUBLIC SCHOOLS	USHER ELEMENT	78.4%
ATLANTA PUBLIC SCHOOLS	F L STANTON	83.3%
ATLANTA PUBLIC SCHOOLS	PEYTON FOREST	86.1%
ATLANTA PUBLIC SCHOOLS	GIDEONS ELEME	88.4%
ATLANTA PUBLIC SCHOOLS	PARKS MIDDLE	89.5%
BACON COUNTY	BACON CO MIDD	0.0%
BACON COUNTY	BACON CO PRIM	0.0%
BACON COUNTY	BACON CO ELEM	0.0%
BAKER COUNTY	BAKER COUNTY	11.1%
BALDWIN COUNTY	PROJECT ADVEN	0.0%
BALDWIN COUNTY	OAK HILL MS	0.0%

BALDWIN COUNTY	EAGLE RIDGE E	0.8%
BALDWIN COUNTY	BLANDY HILLS	0.9%
BALDWIN COUNTY	MIDWAY ELEMEN	2.2%
BALDWIN COUNTY	CREEKSIDE ELE	2.6%
BANKS COUNTY	BANKS CO MIDD	0.0%
BANKS COUNTY	BANKS CO ELEM	0.0%
BANKS COUNTY	BANKS CO PRIM	2.8%
BARROW COUNTY	AUBURN ELEMEN	0.0%
BARROW COUNTY	KENNEDY ELEME	0.0%
BARROW COUNTY	HAYMON MORRIS	0.0%
BARROW COUNTY	BRAMLETT ELEM	0.0%
BARROW COUNTY	HOLSENBECK EL	0.0%
BARROW COUNTY	BETHLEHEM ELE	0.9%
BARROW COUNTY	WINDER BARROW	0.9%
BARROW COUNTY	RUSSELL MIDDL	1.0%
BARROW COUNTY	YARGO ELEMENT	1.0%
BARROW COUNTY	STATHAM ELEME	2.0%
BARROW COUNTY	WESTSIDE MIDD	2.9%
BARROW COUNTY	COUNTY LINE E	5.4%
BARTOW COUNTY	PINE LOG ELEM	0.0%
BARTOW COUNTY	EMERSON ELEME	0.0%
BARTOW COUNTY	WHITE ELEMENT	0.0%
BARTOW COUNTY	ALLATOONA ELE	0.0%
BARTOW COUNTY	CLEAR CREEK E	0.0%
BARTOW COUNTY	ADAIRSVILLE M	0.0%
BARTOW COUNTY	CASS MIDDLE S	0.0%
BARTOW COUNTY	WOODLAND MIDD	0.8%
BARTOW COUNTY	SOUTH CENTRAL	2.3%
BARTOW COUNTY	HAMILTON CROS	2.6%
BARTOW COUNTY	TAYLORSVILLE	2.9%
BARTOW COUNTY	KINGSTON ELEM	3.8%
BARTOW COUNTY	CLOVERLEAF EL	4.4%
BARTOW COUNTY	EUHARLEE ELEM	6.1%
BARTOW COUNTY	MISSION ROAD	6.3%
BARTOW COUNTY	ADAIRSVILLE E	9.2%
BEN HILL COUNTY	BEN HILL CO M	1.0%
BEN HILL COUNTY	BEN HILL CO E	1.0%
BEN HILL COUNTY	BEN HILL CO P	4.4%
BERRIEN COUNTY	BERRIEN MIDDL	0.0%
BERRIEN COUNTY	BERRIEN ELEME	1.9%
BERRIEN COUNTY	BERRIEN PRIMA	2.5%
BIBB COUNTY	PRICE EDUCATI	0.0%
BIBB COUNTY	MACON HEALTH	0.0%
BIBB COUNTY	INGRAM PYE EL	0.0%
BIBB COUNTY	BERND ELEMENT	0.0%
BIBB COUNTY	ROSA TAYLOR E	0.0%
BIBB COUNTY	HEARD ELEMENT	0.0%
BIBB COUNTY	SPRINGDALE EL	0.0%
BIBB COUNTY	SKYVIEW ELEME	0.0%
BIBB COUNTY	BLOOMFIELD MI	0.0%
BIBB COUNTY	APPLING MIDDL	0.0%

BIBB COUNTY	MILLER MAGNET	0.0%
BIBB COUNTY	WEAVER MIDDLE	0.0%
BIBB COUNTY	RUTLAND MIDDLE	0.0%
BIBB COUNTY	HOWARD MIDDLE	0.9%
BIBB COUNTY	ALEXANDER II	1.5%
BIBB COUNTY	LANE ELEMENTA	1.6%
BIBB COUNTY	PORTER ELEMEN	1.7%
BIBB COUNTY	MORGAN ELEMEN	1.8%
BIBB COUNTY	HERITAGE ELEM	2.2%
BIBB COUNTY	CARTER ELEMEN	3.2%
BIBB COUNTY	NEW BALLARD H	5.4%
BIBB COUNTY	UNION ELEMENT	5.6%
BIBB COUNTY	RICE ELEMENTA	7.1%
BIBB COUNTY	BURDELL ELEME	7.4%
BIBB COUNTY	BARDEN ELEMEN	7.8%
BIBB COUNTY	VINEVILLE ACA	8.3%
BIBB COUNTY	RILEY ELEMENT	10.4%
BIBB COUNTY	BURGHARD ELEM	12.5%
BIBB COUNTY	HARTLEY ELEME	14.6%
BIBB COUNTY	BRUCE ELEMENT	18.2%
BIBB COUNTY	WILLIAMS ELEM	22.5%
BIBB COUNTY	DANFORTH PRIM	23.1%
BIBB COUNTY	JONES ELEMENT	24.1%
BIBB COUNTY	BROOKDALE ELE	27.1%
BIBB COUNTY	BURKE ELEMENT	40.5%
BLECKLEY COUNTY	BLECKLEY CO P	0.0%
BLECKLEY COUNTY	BLECKLEY CO M	0.0%
BLECKLEY COUNTY	BLECKLEY CO E	0.0%
BLECKLEY COUNTY	MIDDLE GEORGI	16.7%
BRANTLEY COUNTY	BRANTLEY CO M	0.0%
BRANTLEY COUNTY	NAHUNTA ELEME	0.0%
BRANTLEY COUNTY	NAHUNTA PRIMA	0.0%
BRANTLEY COUNTY	HOBOKEN ELEME	2.5%
BRANTLEY COUNTY	WAYNESVILLE E	12.9%
BREMEN CITY	BREMEN ACADE	0.0%
BREMEN CITY	JONES ELEMENT	0.0%
BREMEN CITY	BREMEN MIDDLE	0.0%
BROOKS COUNTY	NORTH BROOKS	0.0%
BROOKS COUNTY	QUITMAN ELEME	0.0%
BROOKS COUNTY	BROOKS CO MID	0.0%
BRYAN COUNTY	RICHMOND MIDD	0.0%
BRYAN COUNTY	BRYAN CO MIDD	0.0%
BRYAN COUNTY	LANIER PRIMAR	0.0%
BRYAN COUNTY	BRYAN CO ELEM	0.0%
BRYAN COUNTY	DR GEORGE WA	0.0%
BRYAN COUNTY	RICHMOND ELEM	0.8%
BRYAN COUNTY	RICHMOND PRIM	3.2%
BUFORD CITY	BUFORD MIDDLE	0.8%
BUFORD CITY	BUFORD ACADEM	2.2%
BULLOCH COUNTY	WILLIAM JAMES	0.0%
BULLOCH COUNTY	NEW NEVILS EL	0.0%

BULLOCH COUNTY	STILSON ELEME	0.0%
BULLOCH COUNTY	PORTAL MIDDLE	0.0%
BULLOCH COUNTY	PORTAL ELEMEN	0.0%
BULLOCH COUNTY	MATTIE LIVELY	0.0%
BULLOCH COUNTY	SALLIE ZETTER	0.0%
BULLOCH COUNTY	BROOKLET ELEM	0.0%
BULLOCH COUNTY	SOUTHEAST MID	0.0%
BULLOCH COUNTY	MILL CREEK EL	1.0%
BULLOCH COUNTY	LANGSTON C EL	1.0%
BULLOCH COUNTY	BRYANT ELEMEN	1.0%
BULLOCH COUNTY	LANGSTON CHAP	2.7%
BURKE COUNTY	S G A ELEMENT	1.7%
BURKE COUNTY	BURKE CO MIDD	1.7%
BURKE COUNTY	BLAKENEY ELEM	2.0%
BURKE COUNTY	WAYNESBORO PR	7.2%
BUTTS COUNTY	HAMPTON L DAU	0.0%
BUTTS COUNTY	JACKSON ELEME	0.0%
BUTTS COUNTY	HENDERSON MID	1.0%
BUTTS COUNTY	STARK ELEMENT	4.0%
CALHOUN CITY	CALHOUN ELEME	0.0%
CALHOUN CITY	NEW CALHOUN M	1.0%
CALHOUN CITY	CALHOUN PRIMA	1.1%
CALHOUN COUNTY	CALHOUN CO MI	4.2%
CALHOUN COUNTY	CALHOUN CO EL	10.4%
CAMDEN COUNTY	WOODBINE ELEM	0.0%
CAMDEN COUNTY	MATILDA HARRI	0.0%
CAMDEN COUNTY	SAINT MARYS E	0.0%
CAMDEN COUNTY	SUGARMILL ELE	0.0%
CAMDEN COUNTY	CROOKED RIVER	0.0%
CAMDEN COUNTY	MARY LEE CLAR	0.0%
CAMDEN COUNTY	CAMDEN MIDDLE	0.5%
CAMDEN COUNTY	NEW SAINT MAR	0.5%
CAMDEN COUNTY	KINGSLAND ELE	2.3%
CAMDEN COUNTY	MAMIE LOU GRO	2.5%
CAMDEN COUNTY	DAVID L RAINE	5.6%
CANDLER COUNTY	METTER INTERM	0.0%
CANDLER COUNTY	METTER ELEMEN	3.0%
CANDLER COUNTY	METTER MIDDLE	4.2%
CARROLL COUNTY	ROOPVILLE ELE	0.0%
CARROLL COUNTY	MT ZION MIDL	0.0%
CARROLL COUNTY	VILLA RICA EL	0.0%
CARROLL COUNTY	TEMPLE MIDDLE	0.0%
CARROLL COUNTY	ITHICA ELEMEN	0.0%
CARROLL COUNTY	BOWDON ELEMEN	0.0%
CARROLL COUNTY	VILLA RICA MI	0.0%
CARROLL COUNTY	JONESVILLE MI	0.0%
CARROLL COUNTY	CENTRAL ELEME	0.9%
CARROLL COUNTY	SAND HILL ELE	1.0%
CARROLL COUNTY	CENTRAL MIDL	1.8%
CARROLL COUNTY	SHARP CREEK E	2.2%
CARROLL COUNTY	MOUNT ZION EL	2.6%

CARROLL COUNTY	GLANTON HINDS	3.6%
CARROLL COUNTY	TEMPLE ELEMEN	4.8%
CARROLL COUNTY	BAY SPRINGS M	8.1%
CARROLL COUNTY	WHITESBURG EL	33.3%
CARROLLTON CITY	CARROLLTON JR	0.0%
CARROLLTON CITY	CARROLLTON EL	1.3%
CARROLLTON CITY	CARROLLTON MI	1.3%
CARTERSVILLE CITY	CARTERS MIDDLE	0.0%
CARTERSVILLE CITY	CARTERS PRIMA	0.0%
CARTERSVILLE CITY	CARTERS ELEME	0.0%
CATOOSA COUNTY	HERITAGE MIDD	0.0%
CATOOSA COUNTY	LAKEVIEW MIDD	0.0%
CATOOSA COUNTY	WEST SIDE ELE	0.0%
CATOOSA COUNTY	GRAYSVILLE EL	0.0%
CATOOSA COUNTY	TIGER CREEK E	0.0%
CATOOSA COUNTY	BOYNTON ELEME	0.0%
CATOOSA COUNTY	RINGGOLD MIDD	0.0%
CATOOSA COUNTY	RINGGOLD ELEM	1.4%
CATOOSA COUNTY	BATTLEFIELD E	1.7%
CATOOSA COUNTY	RINGGOLD PRIM	1.9%
CATOOSA COUNTY	BATTLEFIELD P	2.1%
CATOOSA COUNTY	WOODSTATION E	3.7%
CATOOSA COUNTY	CLOUD SPRINGS	7.2%
CCAT	CCAT SCHOOLS	0.0%
CHARLTON COUNTY	CHARLTON COUN	0.0%
CHARLTON COUNTY	ST GEORGE EL	0.0%
CHARLTON COUNTY	BETHUNE ELEME	0.0%
CHARLTON COUNTY	FOLKSTON ELEM	2.5%
CHATHAM COUNTY	UHS OF SAVANN	0.0%
CHATHAM COUNTY	OGLETHORPE CH	0.0%
CHATHAM COUNTY	POOLER ELEMEN	0.0%
CHATHAM COUNTY	JACOB G SMIT	0.0%
CHATHAM COUNTY	HAVEN ELEMENT	0.0%
CHATHAM COUNTY	WINDSOR FOR E	0.0%
CHATHAM COUNTY	BLOOMINGDALE	0.0%
CHATHAM COUNTY	HUBERT MIDDLE	0.0%
CHATHAM COUNTY	ISLE OF HOPE	0.0%
CHATHAM COUNTY	WHITE BLUFF E	0.0%
CHATHAM COUNTY	LARGO TIBET E	0.0%
CHATHAM COUNTY	PORT WENTWORT	0.0%
CHATHAM COUNTY	BARTLETT MIDD	0.0%
CHATHAM COUNTY	SHUMAN MIDDLE	0.0%
CHATHAM COUNTY	DERENNE MIDDLE	0.0%
CHATHAM COUNTY	ELLIS ELEMENT	0.0%
CHATHAM COUNTY	SOUTHWEST MID	0.6%
CHATHAM COUNTY	MERCER MIDDLE	0.6%
CHATHAM COUNTY	COASTAL MIDDLE	0.7%
CHATHAM COUNTY	W CHATHAM MID	0.7%
CHATHAM COUNTY	MARSHPOINT EL	0.9%
CHATHAM COUNTY	GEORGETOWN EL	1.0%
CHATHAM COUNTY	GARDEN CITY E	1.0%

CHATHAM COUNTY	HOWARD ELEMEN	1.2%
CHATHAM COUNTY	HESSE ELEMENT	1.4%
CHATHAM COUNTY	HEARD ELEMENT	2.2%
CHATHAM COUNTY	W CHATHAM ELE	2.6%
CHATHAM COUNTY	SOUTHWEST ELE	2.8%
CHATHAM COUNTY	MYERS MIDDLE	2.9%
CHATHAM COUNTY	EAST BROAD ST	4.1%
CHATHAM COUNTY	LOW ELEMENTAR	4.3%
CHATHAM COUNTY	ISLANDS ELEME	4.9%
CHATHAM COUNTY	SPENCER ELEME	5.3%
CHATHAM COUNTY	PULASKI ELEME	5.6%
CHATHAM COUNTY	BUTLER ELEMEN	5.7%
CHATHAM COUNTY	GOULD ELEMENT	6.7%
CHATHAM COUNTY	THUNDERBOLT E	7.6%
CHATHAM COUNTY	GADSDEN ELEME	7.8%
CHATHAM COUNTY	BARTOW ELEMEN	9.3%
CHATHAM COUNTY	GARRISON ELEM	9.7%
CHATHAM COUNTY	HODGE ELEMENT	15.9%
CHATTAHOOCHEE COUNTY	CHATTAHOO C M	0.0%
CHATTAHOOCHEE COUNTY	CHATTAHOO EDU	15.4%
CHATTOOGA COUNTY	CROSSROADS AL	0.0%
CHATTOOGA COUNTY	SUMMERVILLE M	0.0%
CHATTOOGA COUNTY	LYERLY ELEMEN	0.0%
CHATTOOGA COUNTY	LEROY MASSEY	1.3%
CHATTOOGA COUNTY	MENLO ELEMENT	1.8%
CHATTOOGA COUNTY	SUMMERVILLE E	1.9%
CHEROKEE COUNTY	FREEDOM MDDL	0.0%
CHEROKEE COUNTY	CREEKLAND MID	0.0%
CHEROKEE COUNTY	BALL GROUND E	0.0%
CHEROKEE COUNTY	OAK GROVE ELE	0.0%
CHEROKEE COUNTY	WILLIAM G HA	0.0%
CHEROKEE COUNTY	RUSK MIDDLE S	0.0%
CHEROKEE COUNTY	MACEDONIA ELE	0.0%
CHEROKEE COUNTY	JOHNSTON ELEM	0.0%
CHEROKEE COUNTY	HICKORY FLAT	0.0%
CHEROKEE COUNTY	AVERY ELEMENT	0.0%
CHEROKEE COUNTY	TEASLEY MDDL	0.0%
CHEROKEE COUNTY	BOOTH MIDDLE	0.0%
CHEROKEE COUNTY	WOODSTOCK MID	0.5%
CHEROKEE COUNTY	LIBERTY ELEME	0.6%
CHEROKEE COUNTY	BASCOMB ELEME	0.7%
CHEROKEE COUNTY	SIXES ELEMENT	0.8%
CHEROKEE COUNTY	J KNOX ELEME	1.0%
CHEROKEE COUNTY	CHAPMAN INTER	1.2%
CHEROKEE COUNTY	R M MOORE ELE	1.4%
CHEROKEE COUNTY	BOSTON ELEMEN	1.8%
CHEROKEE COUNTY	LITTLE RIVER	1.8%
CHEROKEE COUNTY	CARMEL ELEMEN	1.9%
CHEROKEE COUNTY	HOLLY SPRINGS	2.2%
CHEROKEE COUNTY	CANTON ELEMEN	2.7%
CHEROKEE COUNTY	FREE HOME ELE	2.8%

CHEROKEE COUNTY	CLAYTON ELEME	3.3%
CHEROKEE COUNTY	MOUNTAIN ROAD	3.4%
CHEROKEE COUNTY	WOODSTOCK ELE	3.5%
CHEROKEE COUNTY	ARNOLD MILL E	4.8%
CHICKAMAUGA CITY	GORDON LEE MI	0.0%
CHICKAMAUGA CITY	CHICKAMAUGA E	1.4%
CLARKE COUNTY	HILSMAN MIDDLE	0.0%
CLARKE COUNTY	CLARKE MIDDLE	0.0%
CLARKE COUNTY	TIMOTHY ELEME	0.0%
CLARKE COUNTY	WHITEHEAD ROA	0.0%
CLARKE COUNTY	WINTERVILLE E	0.0%
CLARKE COUNTY	BARNETT SHOAL	0.0%
CLARKE COUNTY	CLEVELAND ROA	2.2%
CLARKE COUNTY	BARROW ELEMEN	2.2%
CLARKE COUNTY	OGLETHORPE AV	2.7%
CLARKE COUNTY	ALPS ROAD ELE	3.7%
CLARKE COUNTY	FOURTH STREET	3.9%
CLARKE COUNTY	CHASE STREET	4.2%
CLARKE COUNTY	FOWLER DRIVE	4.2%
CLARKE COUNTY	WHIT DAVIS RO	5.1%
CLARKE COUNTY	BURNEY HARRIS	5.6%
CLARKE COUNTY	GAINES ELEMEN	7.7%
CLARKE COUNTY	COILE MIDDLE	16.7%
CLAY COUNTY	CLAY COUNTY E	5.6%
CLAY COUNTY	CLAY COUNTY M	8.3%
CLAYTON COUNTY	UNIDOS DUAL L	0.0%
CLAYTON COUNTY	ANDERSON ELEM	0.0%
CLAYTON COUNTY	EDMONDS ELEME	0.0%
CLAYTON COUNTY	ROBERTA T SM	0.8%
CLAYTON COUNTY	KILPATRICK EL	1.3%
CLAYTON COUNTY	MORROW ELEMEN	1.3%
CLAYTON COUNTY	M D ROBERTS M	1.3%
CLAYTON COUNTY	ARNOLD ELEMEN	1.5%
CLAYTON COUNTY	POINTE SOUTH	1.6%
CLAYTON COUNTY	MOUNT ZION EL	2.4%
CLAYTON COUNTY	WILLIAM M MC	2.5%
CLAYTON COUNTY	SWINT ELEMENT	2.5%
CLAYTON COUNTY	MUNDY S MIDDLE	2.6%
CLAYTON COUNTY	MORROW MIDDLE	2.8%
CLAYTON COUNTY	TARA ELEMENTA	2.9%
CLAYTON COUNTY	BABB MIDDLE S	3.0%
CLAYTON COUNTY	JAMES JACKSON	3.6%
CLAYTON COUNTY	EAST CLAYTON	3.7%
CLAYTON COUNTY	LOVEJOY MIDDLE	3.9%
CLAYTON COUNTY	ADAMSON MIDDLE	4.2%
CLAYTON COUNTY	JONESBORO MID	4.3%
CLAYTON COUNTY	HENDRIX DRIVE	4.8%
CLAYTON COUNTY	KENDRICK MIDD	4.8%
CLAYTON COUNTY	REX MILL MIDD	4.8%
CLAYTON COUNTY	HUIE ELEMENTA	4.9%
CLAYTON COUNTY	SEQUOYAH MIDD	5.6%

CLAYTON COUNTY	RIVERDALE MID	5.7%
CLAYTON COUNTY	HAWTHORNE ELE	5.8%
CLAYTON COUNTY	HARPER ELEMEN	6.1%
CLAYTON COUNTY	FOREST PARK M	6.3%
CLAYTON COUNTY	CALLAWAY ELEM	6.8%
CLAYTON COUNTY	SUDER ELEMENT	7.2%
CLAYTON COUNTY	LAKE CITY ELE	7.2%
CLAYTON COUNTY	RIVERDALE ELE	7.3%
CLAYTON COUNTY	KEMP ELEM SCH	7.3%
CLAYTON COUNTY	WEST CLAYTON	7.9%
CLAYTON COUNTY	KEMP PRIMARY	8.6%
CLAYTON COUNTY	LEE STREET EL	8.6%
CLAYTON COUNTY	RIVER S EDGE	9.2%
CLAYTON COUNTY	HAYNIE ELEMEN	10.0%
CLAYTON COUNTY	BROWN ELEMENT	10.1%
CLAYTON COUNTY	FOUNTAIN ELEM	10.7%
CLAYTON COUNTY	MOUNT ZION PR	11.7%
CLAYTON COUNTY	CHURCH STREET	11.7%
CLAYTON COUNTY	POINTE ELEMEN	11.8%
CLAYTON COUNTY	THURGOOD MARS	17.9%
CLAYTON COUNTY	NORTHCUTT ELE	19.8%
CLAYTON COUNTY	MARTIN LUTHER	20.0%
CLAYTON COUNTY	LAKE RIDGE EL	21.6%
CLAYTON COUNTY	OLIVER ELEMEN	23.1%
CLAYTON COUNTY	NORTH CLAYTON	26.3%
CLAYTON COUNTY	LEWIS ACADEMY	56.9%
CLINCH COUNTY	CLINCH CO HIG	0.0%
CLINCH COUNTY	FARGO CHARTER	0.0%
CLINCH COUNTY	CLINCH CO PRI	0.0%
CLINCH COUNTY	CLINCH CO ELE	0.0%
COBB COUNTY	DICKERSON MID	0.0%
COBB COUNTY	DURHAM MIDDLE	0.0%
COBB COUNTY	COOPER MIDDLE	0.0%
COBB COUNTY	LOVINGGOOD MI	0.0%
COBB COUNTY	DANIELL MIDDLE	0.0%
COBB COUNTY	MCCLESKEY MID	0.0%
COBB COUNTY	HIGHTOWER TRA	0.0%
COBB COUNTY	LOST MOUNTAIN	0.0%
COBB COUNTY	PALMER MIDDLE	0.0%
COBB COUNTY	MABRY MIDDLE	0.0%
COBB COUNTY	DODGEN MIDDLE	0.0%
COBB COUNTY	PINE MOUNTAIN	0.0%
COBB COUNTY	SMITHA MIDDLE	0.0%
COBB COUNTY	EAST COBB MID	0.0%
COBB COUNTY	AWTREY MIDDLE	0.0%
COBB COUNTY	BARBER MIDDLE	0.0%
COBB COUNTY	CAMPBELL MIDD	0.0%
COBB COUNTY	DEVEREUX ACKE	0.0%
COBB COUNTY	GRIFFIN MIDDLE	0.0%
COBB COUNTY	MCCLURE MIDDLE	0.0%
COBB COUNTY	MCCALL PRIMAR	0.0%

COBB COUNTY	GARRETT MIDDLE	0.0%
COBB COUNTY	IMAGINE INT A	0.0%
COBB COUNTY	CLARKDALE ELE	0.0%
COBB COUNTY	TIMBER RIDGE	0.0%
COBB COUNTY	KEHELEY ELEM	0.0%
COBB COUNTY	NICHOLSON ELE	0.0%
COBB COUNTY	EASTVALLEY EL	0.0%
COBB COUNTY	ROCKY MOUNT E	0.0%
COBB COUNTY	STILL ELEMENT	0.0%
COBB COUNTY	GARRISON MILL	0.0%
COBB COUNTY	KENNESAW ELEM	0.0%
COBB COUNTY	TRITT ELEMENT	0.0%
COBB COUNTY	FORD ELEMENTA	0.0%
COBB COUNTY	VARNER ELEMEN	0.0%
COBB COUNTY	MOUNT BETHEL	0.0%
COBB COUNTY	FAIR OAKS ELE	0.0%
COBB COUNTY	EAST SIDE ELE	0.0%
COBB COUNTY	NORTON PARK E	0.0%
COBB COUNTY	PITNER ELEMEN	0.0%
COBB COUNTY	LEWIS ELEMENT	0.7%
COBB COUNTY	KEMP ELEMENTA	0.8%
COBB COUNTY	POWDER SPRING	0.8%
COBB COUNTY	VAUGHAN ELEM	0.8%
COBB COUNTY	BIG SHANTY EL	0.9%
COBB COUNTY	CHALKER ELEM	0.9%
COBB COUNTY	MOUNTAIN VIEW	0.9%
COBB COUNTY	KINCAID ELEM	1.0%
COBB COUNTY	CLAY ELEMENTA	1.0%
COBB COUNTY	BELLS FERRY E	1.1%
COBB COUNTY	DOWELL ELEMEN	1.3%
COBB COUNTY	FREY ELEMENTA	1.3%
COBB COUNTY	DAVIS ELEMENT	1.4%
COBB COUNTY	POWERS FERRY	1.4%
COBB COUNTY	DUE WEST ELEM	1.4%
COBB COUNTY	BRUMBY ELEMEN	1.4%
COBB COUNTY	BULLARD ELEM	1.4%
COBB COUNTY	SKY VIEW ELEM	1.4%
COBB COUNTY	TEASLEY ELEM	1.4%
COBB COUNTY	MURDOCK ELEM	1.8%
COBB COUNTY	ACWORTH INTER	1.8%
COBB COUNTY	BELMONT HILLS	1.9%
COBB COUNTY	MILFORD ELEM	1.9%
COBB COUNTY	SEDALIA PARK	1.9%
COBB COUNTY	BLACKWELL ELE	2.0%
COBB COUNTY	HOLLYDALE ELE	2.2%
COBB COUNTY	SOPE CREEK EL	2.3%
COBB COUNTY	BROWN ELEMENT	2.4%
COBB COUNTY	NICKAJACK ELE	2.4%
COBB COUNTY	GREEN ACRES E	2.4%
COBB COUNTY	SANDERS ELEM	2.6%
COBB COUNTY	AUSTELL PRIMA	2.8%

COBB COUNTY	AUSTELL INTER	2.8%
COBB COUNTY	BIRNEY ELEMEN	2.8%
COBB COUNTY	MABLETON ELEM	2.9%
COBB COUNTY	PICKETT S MIL	2.9%
COBB COUNTY	RUSSELL ELEME	2.9%
COBB COUNTY	SHALLOWFORD F	3.0%
COBB COUNTY	KENNESAW CHAR	3.3%
COBB COUNTY	ADDISON ELEME	3.3%
COBB COUNTY	COMPTON ELEME	3.3%
COBB COUNTY	LABELLE ELEME	3.4%
COBB COUNTY	BAKER ELEMENT	3.5%
COBB COUNTY	RIVERSIDE INT	3.5%
COBB COUNTY	ARGYLE ELEMEN	3.8%
COBB COUNTY	CHEATHAM HILL	3.8%
COBB COUNTY	KING SPRINGS	4.2%
COBB COUNTY	HAYES ELEMENT	4.4%
COBB COUNTY	BRYANT ELEMEN	4.7%
COBB COUNTY	LINDLEY MIDL	4.8%
COBB COUNTY	TAPP MIDDLE S	5.6%
COBB COUNTY	FLOYD MIDDLE	6.7%
COBB COUNTY	HARMONY LELAN	7.2%
COBB COUNTY	SIMPSON MIDL	8.3%
COBB COUNTY	IMAGINE INTER	8.3%
COBB COUNTY	LINDLEY ACADE	16.7%
COBB COUNTY	RIVERSIDE PRI	18.2%
COFFEE COUNTY	BROXTON MARY	0.0%
COFFEE COUNTY	WEST GREEN EL	0.0%
COFFEE COUNTY	COFFEE MIDDLE	0.0%
COFFEE COUNTY	SATILLA ELEME	0.0%
COFFEE COUNTY	EASTSIDE ELEM	0.0%
COFFEE COUNTY	WESTSIDE ELEM	1.1%
COFFEE COUNTY	AMBROSE ELEME	2.0%
COFFEE COUNTY	INDIAN CREEK	2.6%
COFFEE COUNTY	NICHOLLS ELEM	7.4%
COLQUITT COUNTY	DOERUN ELEMEN	0.0%
COLQUITT COUNTY	HAMILTON ELEM	0.0%
COLQUITT COUNTY	WILLIE J WIL	0.0%
COLQUITT COUNTY	OKAPILCO ELEM	0.0%
COLQUITT COUNTY	WRIGHT ELEMEN	0.0%
COLQUITT COUNTY	FUNSTON ELEME	0.0%
COLQUITT COUNTY	NORMAN PARK E	0.0%
COLQUITT COUNTY	ODOM ELEMENTA	0.0%
COLQUITT COUNTY	SUNSET ELEMEN	0.0%
COLQUITT COUNTY	COX ELEMENTAR	1.5%
COLQUITT COUNTY	GRAY MIDDLE S	1.6%
COLQUITT COUNTY	STRINGFELLOW	8.3%
COLUMBIA COUNTY	COLUMBIA MIDD	0.0%
COLUMBIA COUNTY	HARLEM MIDDLE	0.0%
COLUMBIA COUNTY	EUCHEE CREEK	0.0%
COLUMBIA COUNTY	NORTH COLUMBI	0.0%
COLUMBIA COUNTY	EVANS ELEMENT	0.0%

COLUMBIA COUNTY	BEL AIR ELEME	0.0%
COLUMBIA COUNTY	STALLINGS ISL	0.0%
COLUMBIA COUNTY	MARTINEZ ELEM	0.0%
COLUMBIA COUNTY	BROOKWOOD ELE	0.0%
COLUMBIA COUNTY	BLUE RIDGE EL	0.0%
COLUMBIA COUNTY	RIVERSIDE MID	0.0%
COLUMBIA COUNTY	NORTH HARLEM	0.0%
COLUMBIA COUNTY	RIVER RIDGE E	0.0%
COLUMBIA COUNTY	RIVERSIDE ELE	0.0%
COLUMBIA COUNTY	GROVETOWN ELE	0.0%
COLUMBIA COUNTY	STEVENS CREEK	0.0%
COLUMBIA COUNTY	LEWISTON ELEM	0.0%
COLUMBIA COUNTY	EVANS MIDD SC	0.8%
COLUMBIA COUNTY	CEDAR RIDGE E	1.0%
COLUMBIA COUNTY	GREENBRIER EL	1.2%
COLUMBIA COUNTY	WESTMONT ELEM	1.3%
COLUMBIA COUNTY	SOUTH COLUMBI	1.4%
COLUMBIA COUNTY	GROVETOWN MID	1.7%
COLUMBIA COUNTY	GREENBRIER MI	1.7%
COLUMBIA COUNTY	LAKESIDE MIDD	2.8%
COMMERCE CITY	COMMERCE ELEM	0.0%
COMMERCE CITY	COMMERCE PRIM	0.0%
COMMERCE CITY	COMMERCE MIDD	1.0%
COOK COUNTY	COOK ELEMENTA	0.0%
COOK COUNTY	COOK PRIMARY	1.2%
COOK COUNTY	COOK COUNTY M	3.9%
COWETA COUNTY	GRANTVILLE EL	0.0%
COWETA COUNTY	JEFFERSON PAR	0.0%
COWETA COUNTY	MORELAND ELEM	0.0%
COWETA COUNTY	ATKINSON ELEM	0.0%
COWETA COUNTY	THOMAS CROSSR	0.0%
COWETA COUNTY	RUTH HILL ELE	0.0%
COWETA COUNTY	NORTHSIDE ELE	0.0%
COWETA COUNTY	EASTSIDE ELEM	0.0%
COWETA COUNTY	ELM STREET EL	0.0%
COWETA COUNTY	NEWNAN CROSSI	0.0%
COWETA COUNTY	CANNONGATE EL	0.0%
COWETA COUNTY	ARNALL MIDDLE	0.0%
COWETA COUNTY	MADRAS MIDDLE	0.0%
COWETA COUNTY	LEE MIDDLE SC	0.0%
COWETA COUNTY	SMOKEY ROAD M	0.6%
COWETA COUNTY	WELCH ELEMENT	0.9%
COWETA COUNTY	EVANS MIDDLE	1.0%
COWETA COUNTY	WILLIS ROAD E	1.0%
COWETA COUNTY	EAST COWETA M	1.0%
COWETA COUNTY	POPLAR ROAD E	1.1%
COWETA COUNTY	WHITE OAK ELE	1.1%
COWETA COUNTY	ARBOR SPRINGS	1.2%
COWETA COUNTY	ARNCO SARGENT	1.5%
COWETA COUNTY	WESTERN ELEME	1.6%
CRAWFORD COUNTY	CRAWFORD CO M	0.0%

CRAWFORD COUNTY	CRAWFORD CO E	4.0%
CRISP COUNTY	CRISP CO MIDD	0.0%
CRISP COUNTY	J S PATE ELEM	0.0%
CRISP COUNTY	SOUTHWESTERN	0.0%
CRISP COUNTY	A S CLARK ELE	1.4%
CRISP COUNTY	BLACKSHEAR TR	3.9%
DADE COUNTY	DADE MIDDLE S	0.0%
DADE COUNTY	DAVIS ELEMENT	0.0%
DADE COUNTY	DADE ELEMENTA	0.0%
DALTON CITY	ROAN ELEMENTA	0.0%
DALTON CITY	BLUE RIDGE SC	0.0%
DALTON CITY	CITY PARK SCH	2.9%
DALTON CITY	PARK CREEK EL	3.8%
DALTON CITY	WESTWOOD ELEM	4.5%
DALTON CITY	DALTON MIDDLE	5.1%
DALTON CITY	BROOKWOOD ELE	6.9%
DAWSON COUNTY	RIVERVIEW MID	0.0%
DAWSON COUNTY	BLACK S MILL	0.0%
DAWSON COUNTY	NEW DAWSON CO	0.0%
DAWSON COUNTY	ROBINSON ELEM	0.0%
DAWSON COUNTY	KILOUGH ELEME	1.5%
DECATUR CITY	WINNONA PARK	0.0%
DECATUR CITY	CLAIREMONT EL	0.0%
DECATUR CITY	OAKHURST ELEM	3.7%
DECATUR CITY	RENFROE MIDDLE	4.2%
DECATUR CITY	GLENNWOOD ACA	5.3%
DECATUR COUNTY	LILLIAN E WIL	0.0%
DECATUR COUNTY	POTTER STREET	0.0%
DECATUR COUNTY	W BAINBRID EL	0.0%
DECATUR COUNTY	JOHN JOHNSON	0.0%
DECATUR COUNTY	JONES WHEAT E	0.0%
DECATUR COUNTY	W BAINBRID MI	0.0%
DECATUR COUNTY	ELCAN KING EL	1.1%
DECATUR COUNTY	HUTTO MIDDLE	2.9%
DEKALB COUNTY	PEACHTREE MID	0.0%
DEKALB COUNTY	DEKALB SCHOOLS	0.0%
DEKALB COUNTY	DEKALB ALT SC	0.0%
DEKALB COUNTY	KITTREDGE MAG	0.0%
DEKALB COUNTY	UHS OF LAUREL	0.0%
DEKALB COUNTY	WADSWORTH MAG	0.0%
DEKALB COUNTY	ASHFORD PARK	0.0%
DEKALB COUNTY	LIVSEY ELEMEN	0.0%
DEKALB COUNTY	GRESHAM PARK	0.0%
DEKALB COUNTY	MIDVALE ELEME	0.0%
DEKALB COUNTY	BRIARLAKE ELE	0.0%
DEKALB COUNTY	SAGAMORE HILL	0.0%
DEKALB COUNTY	EVANSDALE ELE	0.0%
DEKALB COUNTY	KINGSLEY ELEM	0.0%
DEKALB COUNTY	HENDERSON MIL	0.0%
DEKALB COUNTY	SMOKE RISE EL	0.0%
DEKALB COUNTY	CHESNUT ELEME	0.0%

DEKALB COUNTY	CHAPEL HILL M	0.0%
DEKALB COUNTY	SHAMROCK MIDD	0.7%
DEKALB COUNTY	VANDERLYN ELE	0.9%
DEKALB COUNTY	NARVIE HARRIS	0.9%
DEKALB COUNTY	WYNBROOKE ELE	1.0%
DEKALB COUNTY	IDLEWOOD ELEM	1.1%
DEKALB COUNTY	CHAMBLEE MIDD	1.3%
DEKALB COUNTY	SEQUOYAH MIDD	1.3%
DEKALB COUNTY	HIGHTOWER ELE	1.6%
DEKALB COUNTY	PRINCETON ELE	1.6%
DEKALB COUNTY	ROBERT SHAW T	1.7%
DEKALB COUNTY	MONTGOMERY EL	1.9%
DEKALB COUNTY	BRIAR VISTA E	1.9%
DEKALB COUNTY	HAWTHORNE ELE	2.0%
DEKALB COUNTY	OAK GROVE ELE	2.2%
DEKALB COUNTY	KELLEY LAKE E	2.4%
DEKALB COUNTY	MONTCLAIR ELE	2.5%
DEKALB COUNTY	HUNTLEY HILLS	2.5%
DEKALB COUNTY	STONE MILL EL	2.6%
DEKALB COUNTY	ROCK CHAPEL E	2.6%
DEKALB COUNTY	REDAN MIDDLE	2.8%
DEKALB COUNTY	FERNBANK ELEM	2.9%
DEKALB COUNTY	MCLENDON ELEM	2.9%
DEKALB COUNTY	MURPHY CANDLE	3.0%
DEKALB COUNTY	EDWARD L BOU	3.0%
DEKALB COUNTY	OAKVIEW ELEME	3.0%
DEKALB COUNTY	HOOPER ALEXAN	3.2%
DEKALB COUNTY	AUSTIN ELEMEN	3.2%
DEKALB COUNTY	LITHONIA MIDD	3.2%
DEKALB COUNTY	CARY REYNOLDS	3.3%
DEKALB COUNTY	BROCKETT ELEM	3.5%
DEKALB COUNTY	LAUREL RIDGE	3.5%
DEKALB COUNTY	SALEM MIDDLE	3.7%
DEKALB COUNTY	MARY MCLEOD B	3.7%
DEKALB COUNTY	HENDERSON MID	3.8%
DEKALB COUNTY	AVONDALE MIDD	3.8%
DEKALB COUNTY	PLEASANTDALE	3.8%
DEKALB COUNTY	TUCKER MIDDLE	4.0%
DEKALB COUNTY	MILLER GROVE	4.1%
DEKALB COUNTY	STEPHENSON MI	4.4%
DEKALB COUNTY	SKY HAVEN ELE	4.4%
DEKALB COUNTY	DEKALB ACADEM	4.8%
DEKALB COUNTY	MIDWAY ELEMEN	4.8%
DEKALB COUNTY	MEDLOCK ELEME	5.1%
DEKALB COUNTY	COLUMBIA MIDD	5.1%
DEKALB COUNTY	BOB MATHIS EL	5.3%
DEKALB COUNTY	DEKALB TRANSI	5.6%
DEKALB COUNTY	CHAPEL HILL E	5.6%
DEKALB COUNTY	MARBUT ELEMEN	6.5%
DEKALB COUNTY	DRESDEN ELEME	6.7%
DEKALB COUNTY	THE CHAMPION	6.9%

DEKALB COUNTY	FAIRINGTON EL	7.0%
DEKALB COUNTY	CLIFTON ELEME	7.0%
DEKALB COUNTY	PANOLA WAY EL	7.1%
DEKALB COUNTY	INTL COMM SCH	7.4%
DEKALB COUNTY	WOODWARD ELEM	7.4%
DEKALB COUNTY	ROCKBRIDGE EL	7.6%
DEKALB COUNTY	AVONDALE ELEM	7.8%
DEKALB COUNTY	ELDRIDGE L M	7.9%
DEKALB COUNTY	RONALD E MCNA	8.1%
DEKALB COUNTY	DEKALB ROCKDA	8.3%
DEKALB COUNTY	ALLGOOD ELEME	8.3%
DEKALB COUNTY	PINE RIDGE EL	8.3%
DEKALB COUNTY	FLAT ROCK ELE	8.3%
DEKALB COUNTY	MCNAIR MIDDLE	8.5%
DEKALB COUNTY	BROWNS MILL E	8.6%
DEKALB COUNTY	ROWLAND ELEME	8.8%
DEKALB COUNTY	COLUMBIA ELEM	9.7%
DEKALB COUNTY	OAKCLIFF ELEM	10.0%
DEKALB COUNTY	PEACHCREST EL	10.3%
DEKALB COUNTY	TONEY ELEMENT	11.1%
DEKALB COUNTY	CANBY LANE EL	11.1%
DEKALB COUNTY	JOLLY ELEMENT	12.3%
DEKALB COUNTY	STONE MOUNT E	12.7%
DEKALB COUNTY	REDAN ELEMENT	13.3%
DEKALB COUNTY	DUNAIRE ELEME	14.1%
DEKALB COUNTY	ACADEMY OF LI	14.4%
DEKALB COUNTY	FLAT SHOALS	17.8%
DEKALB COUNTY	CEDAR GROVE E	17.8%
DEKALB COUNTY	INDIAN CREEK	17.8%
DEKALB COUNTY	HAMBRICK ELEM	17.9%
DEKALB COUNTY	MEADOWVIEW EL	19.0%
DEKALB COUNTY	ATHERTON ELEM	20.3%
DEKALB COUNTY	SNAPFINGER EL	20.3%
DEKALB COUNTY	FREEDOM MIDDLE	20.8%
DEKALB COUNTY	WOODRIDGE ELE	20.8%
DEKALB COUNTY	STONE MOUNTAI	21.2%
DEKALB COUNTY	RAINBOW ELEME	21.7%
DEKALB COUNTY	KNOLLWOOD ELE	22.2%
DEKALB COUNTY	INTERNATIONAL	23.3%
DEKALB COUNTY	DEKALB PATH A	25.0%
DEKALB COUNTY	CEDAR GROVE M	35.0%
DEKALB COUNTY	SHADOW ROCK E	40.0%
DEKALB COUNTY	GLEN HAVEN EL	44.9%
DEKALB COUNTY	STONEVIEW ELE	48.1%
DEKALB COUNTY	DEKALB TRUANC	66.7%
DEPARTMENT OF JUVENI	EASTMAN YOUTH	0.0%
DEPARTMENT OF JUVENI	GAINESVILLE R	0.0%
DEPARTMENT OF JUVENI	SUMTER YOUTH	0.0%
DEPARTMENT OF JUVENI	SAVANNAH RIVE	0.0%
DEPARTMENT OF JUVENI	GRIFFIN REGIO	0.0%
DEPARTMENT OF JUVENI	GWINNITT REGI	0.0%

DEPARTMENT OF JUVENI	MARIETTA REGI	0.0%
DEPARTMENT OF JUVENI	MUSCOGEE YOUT	0.0%
DEPARTMENT OF JUVENI	BILL E IRELAN	0.0%
DEPARTMENT OF JUVENI	AUGUSTA REGIO	0.0%
DEPARTMENT OF JUVENI	CLAYTON REGIO	0.0%
DEPARTMENT OF JUVENI	CLAXTON REGIO	0.0%
DEPARTMENT OF JUVENI	DALTON REGION	0.0%
DEPARTMENT OF JUVENI	DEKALB REGION	0.0%
DEPARTMENT OF JUVENI	EASTMAN REGIO	0.0%
DEPARTMENT OF JUVENI	WAYCROSS REGI	0.0%
DEPARTMENT OF JUVENI	SAVANNAH REGI	0.0%
DEPARTMENT OF JUVENI	BLAKELY REGIO	0.0%
DEPARTMENT OF JUVENI	BOB RICHARDS	0.0%
DEPARTMENT OF JUVENI	AUGUSTA YOUTH	0.0%
DEPARTMENT OF JUVENI	PAULDING REGI	0.0%
DEPARTMENT OF JUVENI	AARON COHN RE	0.0%
DEPARTMENT OF JUVENI	MACON YOUTH D	5.6%
DEPARTMENT OF JUVENI	CRISP YDC	5.9%
DEPARTMENT OF JUVENI	T J LOFTISS I	9.1%
DEPARTMENT OF JUVENI	ALBANY REGION	11.1%
DEPARTMENT OF JUVENI	MACON REGIONA	11.1%
DEPARTMENT OF JUVENI	METRO REGIONA	22.2%
DEPARTMENT OF JUVENI	SANDERSVILLE	25.0%
DEPARTMENT OF LABOR	WARMS SPRING	0.0%
DHR APPALACHIAN	DHR OUTDOOR A	0.0%
DODGE COUNTY	DODGE CO MIDD	0.0%
DODGE COUNTY	SOUTH DODGE E	3.3%
DODGE COUNTY	NORTH DODGE E	7.2%
DOOLY COUNTY	DOOLY CO ELEM	0.0%
DOOLY COUNTY	DOOLY CO MIDD	6.7%
DOUGHERTY COUNTY	ROBERT A CRO	1.5%
DOUGHERTY COUNTY	INTERNATIONAL	3.5%
DOUGHERTY COUNTY	LAKE PARK ELE	5.3%
DOUGHERTY COUNTY	LIVE OAK ELEM	5.8%
DOUGHERTY COUNTY	DOUGHERTY MID	6.3%
DOUGHERTY COUNTY	MERRY ACRES M	7.4%
DOUGHERTY COUNTY	RADIUM SPR MI	8.3%
DOUGHERTY COUNTY	SOUTHSIDE MID	9.7%
DOUGHERTY COUNTY	ALBANY MIDDLE	13.1%
DOUGHERTY COUNTY	LINCOLN ELEME	14.3%
DOUGHERTY COUNTY	MAGNOLIA ELEM	18.2%
DOUGHERTY COUNTY	RADIUM SPRING	21.4%
DOUGHERTY COUNTY	SYLVESTER ROA	22.2%
DOUGHERTY COUNTY	LAMAR REESE S	22.7%
DOUGHERTY COUNTY	SHERWOOD ACRE	25.0%
DOUGHERTY COUNTY	MORNINGSIDE E	31.6%
DOUGHERTY COUNTY	ALICE COACHMA	31.7%
DOUGHERTY COUNTY	TURNER ELEMEN	39.4%
DOUGHERTY COUNTY	MARTIN LUTHER	45.6%
DOUGHERTY COUNTY	NORTHSIDE ELE	52.2%
DOUGHERTY COUNTY	NEW JACKSON H	57.9%

DOUGHERTY COUNTY	WEST TOWN ELE	77.2%
DOUGLAS COUNTY	INNER HARBOUR	0.0%
DOUGLAS COUNTY	FAIRPLAY MIDD	0.0%
DOUGLAS COUNTY	BURNETT ELEME	0.0%
DOUGLAS COUNTY	BEULAH ELEMEN	0.0%
DOUGLAS COUNTY	DORSETT SHOAL	0.0%
DOUGLAS COUNTY	ANNETTE WINN	0.0%
DOUGLAS COUNTY	MOUNT CARMEL	0.0%
DOUGLAS COUNTY	SOUTH DOUGLAS	0.0%
DOUGLAS COUNTY	BRIGHT STAR E	0.0%
DOUGLAS COUNTY	FACTORY SHOAL	0.0%
DOUGLAS COUNTY	FACTORY SHL M	0.0%
DOUGLAS COUNTY	SWEETWATER EL	0.0%
DOUGLAS COUNTY	CHAPEL HILL E	0.0%
DOUGLAS COUNTY	YEAGER MIDDLE	0.0%
DOUGLAS COUNTY	BILL ARP ELEM	0.0%
DOUGLAS COUNTY	CHESTNUT LOG	0.0%
DOUGLAS COUNTY	MIRROR LAKE E	1.0%
DOUGLAS COUNTY	ARBOR STATION	1.1%
DOUGLAS COUNTY	HOLLY SPRINGS	1.2%
DOUGLAS COUNTY	LITHIA SPRING	1.3%
DOUGLAS COUNTY	WINSTON ELEME	1.9%
DOUGLAS COUNTY	BRIGHTEN ACAD	2.1%
DOUGLAS COUNTY	EASTSIDE ELEM	2.2%
DOUGLAS COUNTY	NEW MANCHESTE	2.3%
DOUGLAS COUNTY	NORTH DOUGLAS	3.2%
DOUGLAS COUNTY	CHAPEL HILL M	3.3%
DOUGLAS COUNTY	TURNER MIDDLE	3.3%
DOUGLAS COUNTY	STEWART MIDDLE	3.9%
DUBLIN CITY	COMMUNITY HOP	0.0%
DUBLIN CITY	MOORE STREET	0.0%
DUBLIN CITY	SAXON HEIGHTS	1.3%
DUBLIN CITY	DUBLIN MIDDLE	2.0%
DUBLIN CITY	SUSIE DASHER	16.7%
EARLY COUNTY	EARLY CO ELEM	2.0%
EARLY COUNTY	EARLY CO MIDD	2.4%
ECHOLS COUNTY	ECHOLS CO HIG	0.0%
EFFINGHAM COUNTY	SAND HILL ELE	0.0%
EFFINGHAM COUNTY	BLANDFORD ELE	0.0%
EFFINGHAM COUNTY	EFFINGHAM CO	0.0%
EFFINGHAM COUNTY	RINCON ELEMEN	0.0%
EFFINGHAM COUNTY	EBENEZER ELEM	0.0%
EFFINGHAM COUNTY	MARLOW ELEMEN	0.0%
EFFINGHAM COUNTY	S EFFINGHAM M	0.0%
EFFINGHAM COUNTY	EBENEZER MIDD	0.0%
EFFINGHAM COUNTY	SPRINGFIELD E	0.9%
EFFINGHAM COUNTY	GUYTON ELEMEN	1.1%
EFFINGHAM COUNTY	S EFFINGHAM E	2.5%
ELBERT COUNTY	BOWMAN ELEMEN	0.0%
ELBERT COUNTY	BLACKWELL ELE	0.0%
ELBERT COUNTY	FALLING CREEK	0.0%

ELBERT COUNTY	DOVES CREEK E	0.0%
ELBERT COUNTY	BEAVERDAM ELE	0.0%
ELBERT COUNTY	ELBERT CO MID	2.2%
EMANUEL COUNTY	SWAINSBORO MI	0.7%
EMANUEL COUNTY	SWAINSBORO EL	0.8%
EMANUEL COUNTY	SWAINSBORO PR	2.8%
EMANUEL COUNTY	EMANUEL CO IN	3.9%
EMANUEL COUNTY	ADRIAN SCHOOLS	5.1%
EMANUEL COUNTY	TWIN CITY ELE	6.9%
EVANS COUNTY	CLAXTON ELEME	5.1%
EVANS COUNTY	CLAXTON MIDDLE	6.0%
FANNIN COUNTY	FANNIN CO MID	0.0%
FANNIN COUNTY	WEST FANNIN E	0.0%
FANNIN COUNTY	BLUE RIDGE EL	3.2%
FANNIN COUNTY	EAST FANNIN E	3.6%
FAYETTE COUNTY	BENNETT S MIL	0.0%
FAYETTE COUNTY	TYRONE ELEMEN	0.0%
FAYETTE COUNTY	HOOD AVENUE P	0.0%
FAYETTE COUNTY	FAYETTE MIDDLE	0.0%
FAYETTE COUNTY	WHITEWATER MI	0.0%
FAYETTE COUNTY	PEACHTREE CIT	0.0%
FAYETTE COUNTY	FLAT ROCK MID	0.0%
FAYETTE COUNTY	BROOKS ELEMEN	0.0%
FAYETTE COUNTY	OAK GROVE ELE	0.0%
FAYETTE COUNTY	FAYETTEVILLE	0.0%
FAYETTE COUNTY	CRABAPPLE LAN	0.0%
FAYETTE COUNTY	INMAN ELEMENT	0.0%
FAYETTE COUNTY	BRAELINN ELEM	0.0%
FAYETTE COUNTY	HUDDLESTON EL	0.0%
FAYETTE COUNTY	SARA HARP MIN	0.0%
FAYETTE COUNTY	ROBERT J BUR	0.0%
FAYETTE COUNTY	BOOTH MIDDLE	0.0%
FAYETTE COUNTY	CLEVELAND ELE	1.3%
FAYETTE COUNTY	KEDRON ELEMEN	1.3%
FAYETTE COUNTY	NORTH FAYETTE	1.6%
FAYETTE COUNTY	PEEPLER ELEME	2.1%
FAYETTE COUNTY	SPRING HILL E	2.8%
FAYETTE COUNTY	RISING STARR	3.2%
FLOYD COUNTY	PEPPERELL ELE	0.0%
FLOYD COUNTY	MODEL MIDDLE	0.0%
FLOYD COUNTY	ARMUCHEE MIDD	0.0%
FLOYD COUNTY	COOSA MIDDLE	0.0%
FLOYD COUNTY	PEPPERELL MID	0.0%
FLOYD COUNTY	MIDWAY PRIMAR	0.0%
FLOYD COUNTY	MCHENRY PRIMA	0.0%
FLOYD COUNTY	GLENWOOD PRIM	0.0%
FLOYD COUNTY	CAVE SPRING E	0.0%
FLOYD COUNTY	ALTO PARK ELE	0.0%
FLOYD COUNTY	PEPPERELL PRI	0.0%
FLOYD COUNTY	ARMUCHEE ELEM	1.3%
FLOYD COUNTY	JOHNSON ELEME	1.4%

FLOYD COUNTY	MODEL ELEMENT	2.3%
FLOYD COUNTY	GARDEN LAKES	4.0%
FORSYTH COUNTY	RIVERWATCH MI	0.0%
FORSYTH COUNTY	VICKERY CREEK	0.0%
FORSYTH COUNTY	LIBERTY MIDDLE	0.0%
FORSYTH COUNTY	PINEY GROVE M	0.0%
FORSYTH COUNTY	NORTH FORSYTH	0.0%
FORSYTH COUNTY	OTWELL MIDDLE	0.0%
FORSYTH COUNTY	MIDWAY ELEMEN	0.0%
FORSYTH COUNTY	COAL MOUNTAIN	0.0%
FORSYTH COUNTY	MATT ELEMENTA	0.0%
FORSYTH COUNTY	SILVER CITY E	0.0%
FORSYTH COUNTY	CUMMING ELEME	0.0%
FORSYTH COUNTY	SAWNEE ELEMEN	0.0%
FORSYTH COUNTY	LITTLE MILL M	0.0%
FORSYTH COUNTY	S FORSYTH M	0.0%
FORSYTH COUNTY	DAVES CREEK E	0.8%
FORSYTH COUNTY	JOHNS CREEK E	0.8%
FORSYTH COUNTY	CHESTATEE ELE	0.8%
FORSYTH COUNTY	BIG CREEK ELE	0.9%
FORSYTH COUNTY	CHATTAHOO ELE	0.9%
FORSYTH COUNTY	MASHBURN ELEM	1.1%
FORSYTH COUNTY	VICKERY CRK E	1.1%
FORSYTH COUNTY	SHILOH POINT	1.3%
FORSYTH COUNTY	SETTLES BRIDG	1.6%
FORSYTH COUNTY	SHARON ELEMEN	3.0%
FRANKLIN COUNTY	ROYSTON ELEME	0.0%
FRANKLIN COUNTY	CARNESVILLE E	0.0%
FRANKLIN COUNTY	LAVONIA ELEME	0.0%
FRANKLIN COUNTY	FRANKLIN CO M	0.0%
FRANKLIN COUNTY	CENTRAL FRANK	1.6%
FULTON COUNTY	FULTON SCIENC	0.0%
FULTON COUNTY	RIVER TRAIL M	0.0%
FULTON COUNTY	HOPEWELL MIDD	0.0%
FULTON COUNTY	TAYLOR ROAD M	0.0%
FULTON COUNTY	HAYNES BRIDGE	0.0%
FULTON COUNTY	MEDLOCK BRIDG	0.0%
FULTON COUNTY	SANDY SPRINGS	0.0%
FULTON COUNTY	RIDGEVIEW CHA	0.0%
FULTON COUNTY	ELKINS POINTE	0.0%
FULTON COUNTY	GEORGIA BAPTI	0.0%
FULTON COUNTY	NORTHWESTERN	0.0%
FULTON COUNTY	HOLCOMB BRIDG	0.0%
FULTON COUNTY	AMANA ACADEMY	0.0%
FULTON COUNTY	LAKE FOREST E	0.0%
FULTON COUNTY	ALPHARETTA EL	0.0%
FULTON COUNTY	STATE BRIDGE	0.0%
FULTON COUNTY	HEMBREE SPRIN	0.0%
FULTON COUNTY	JACKSON ELEME	0.0%
FULTON COUNTY	CRABAPPLE CRO	0.0%
FULTON COUNTY	FINDLEY OAKS	0.0%

FULTON COUNTY	OCEE ELEMENTA	0.0%
FULTON COUNTY	WILSON CREEK	0.0%
FULTON COUNTY	CREEK VIEW EL	0.0%
FULTON COUNTY	DOLVIN ELEMEN	0.0%
FULTON COUNTY	SUMMIT HILL E	0.0%
FULTON COUNTY	MCNAIR MIDDLE	0.0%
FULTON COUNTY	WEBB BRIDGE M	0.5%
FULTON COUNTY	SWEET APPLE E	0.7%
FULTON COUNTY	MOUNTAIN PARK	0.8%
FULTON COUNTY	COGBURN WOODS	0.9%
FULTON COUNTY	E C WEST ELEM	1.0%
FULTON COUNTY	SHAKERAG ELEM	1.0%
FULTON COUNTY	RENAISSANCE M	1.1%
FULTON COUNTY	RIVER EVES EL	1.1%
FULTON COUNTY	BARNWELL ELEM	1.1%
FULTON COUNTY	HILLSIDE ELEM	1.1%
FULTON COUNTY	LAKE WINDWARD	1.3%
FULTON COUNTY	NORTHWOOD ELE	1.8%
FULTON COUNTY	MOUNT OLIVE E	1.9%
FULTON COUNTY	CAMPBELL ELEM	2.0%
FULTON COUNTY	WOODLAND ELEM	2.0%
FULTON COUNTY	KIPP S FULTO	2.6%
FULTON COUNTY	MANNING OAKS	2.6%
FULTON COUNTY	PALMETTO ELEM	2.7%
FULTON COUNTY	LIBERTY POINT	2.7%
FULTON COUNTY	MIMOSA ELEMEN	2.7%
FULTON COUNTY	DUNWOODY SPRI	3.4%
FULTON COUNTY	SPALDING DRIV	3.4%
FULTON COUNTY	ABBOTTS HILL	4.2%
FULTON COUNTY	RENAISSANCE E	4.4%
FULTON COUNTY	NEW PROSPECT	4.9%
FULTON COUNTY	HEARDS FERRY	6.3%
FULTON COUNTY	OAKLEY ELEMEN	6.3%
FULTON COUNTY	HAPEVILLE ELE	6.4%
FULTON COUNTY	HIGH POINT EL	6.7%
FULTON COUNTY	HERITAGE ELEM	6.7%
FULTON COUNTY	COLLEGE PARK	6.9%
FULTON COUNTY	CRABAPPLE MID	7.1%
FULTON COUNTY	SANDTOWN MIDD	7.4%
FULTON COUNTY	OAK KNOLL ELE	7.7%
FULTON COUNTY	BETHUNE ELEME	8.0%
FULTON COUNTY	AUTREY MILL M	8.3%
FULTON COUNTY	PARKLANE ELEM	8.3%
FULTON COUNTY	ROSWELL NORTH	8.8%
FULTON COUNTY	BROOKVIEW ELE	10.3%
FULTON COUNTY	PAUL D WEST	12.3%
FULTON COUNTY	BEAR CREEK MI	12.5%
FULTON COUNTY	STONEWALL TEL	12.6%
FULTON COUNTY	LEE ELEMENTAR	12.6%
FULTON COUNTY	NOLAN ELEMENT	13.0%
FULTON COUNTY	HAMILTON E H	13.2%

FULTON COUNTY	TUBMAN ELEMEN	13.6%
FULTON COUNTY	CAMP CREEK MI	18.5%
FULTON COUNTY	CONLEY HILLS	19.6%
FULTON COUNTY	S L LEWIS ELE	22.5%
FULTON COUNTY	RANDOLPH ELEM	23.6%
FULTON COUNTY	WOODLAND MIDD	29.9%
FULTON COUNTY	HAPEVILLE CHA	44.4%
FULTON COUNTY	GULLATT ELEME	44.9%
GAINESVILLE CITY	ENOTA ELEMENT	0.0%
GAINESVILLE CITY	CENTENNIAL EL	0.0%
GAINESVILLE CITY	GAINESVILLE M	2.9%
GAINESVILLE CITY	NEW HOLLAND E	4.5%
GAINESVILLE CITY	FAIR STREET E	13.9%
GAINESVILLE CITY	GAINESVILLE E	25.6%
GEORGIA ACADEMY FOR	GEORGIA ACADE	4.2%
GEORGIA SCHOOLS	GEORGIA SCHOOLS	0.0%
GILMER COUNTY	OAKLAND ELEME	0.0%
GILMER COUNTY	ELLIJAY PRIMA	0.0%
GILMER COUNTY	MOUNTAIN VIEW	0.0%
GILMER COUNTY	ELLIJAY ELEME	0.0%
GILMER COUNTY	GILMER MIDDLE	0.0%
GILMER COUNTY	CLEAR CREEK M	0.0%
GLASCOCK COUNTY	GLASCOCK COUN	0.0%
GLYNN COUNTY	MORNINGSTAR T	0.0%
GLYNN COUNTY	RISLEY MIDDLE	0.0%
GLYNN COUNTY	BURROUGHS MOL	0.0%
GLYNN COUNTY	STERLING ELEM	0.0%
GLYNN COUNTY	GLYNDALE ELEM	0.0%
GLYNN COUNTY	ST SIMONS EL	0.0%
GLYNN COUNTY	GOODYEAR ELEM	0.0%
GLYNN COUNTY	OGLETHORPE PO	0.0%
GLYNN COUNTY	GLYNN MIDDLE	0.0%
GLYNN COUNTY	NEEDWOOD MIDD	0.0%
GLYNN COUNTY	JANE MACON MI	0.8%
GLYNN COUNTY	GOLDEN ISLES	1.1%
GLYNN COUNTY	GREER ELEMENT	1.3%
GLYNN COUNTY	ALTAMA ELEMEN	1.3%
GLYNN COUNTY	SATILLA MARSH	2.2%
GORDON COUNTY	DOWNING CLAR	0.0%
GORDON COUNTY	FAIRMOUNT ELE	0.0%
GORDON COUNTY	SWAIN ELEMENT	0.0%
GORDON COUNTY	TOLBERT ELEME	0.0%
GORDON COUNTY	BELWOOD ELEME	0.0%
GORDON COUNTY	RED BUD ELEME	0.0%
GORDON COUNTY	ASHWORTH MIDD	4.8%
GORDON COUNTY	SONORAVILLE E	5.3%
GRADY COUNTY	WASHINGTON MI	0.0%
GRADY COUNTY	WHIGHAM ELEME	0.0%
GRADY COUNTY	EASTSIDE ELEM	0.0%
GRADY COUNTY	NORTHSIDE ELE	2.1%
GRADY COUNTY	SOUTHSIDE ELE	2.2%

GRADY COUNTY	SHIVER ELEMEN	3.6%
GREENE COUNTY	LAKE OCONEE C	0.0%
GREENE COUNTY	ANITA WHITE C	0.0%
GREENE COUNTY	UNION POINT E	0.0%
GREENE COUNTY	GREENSBORO EL	9.0%
GWINNETT COUNTY	GWINNETT INTE	0.0%
GWINNETT COUNTY	NEW LIFE ACAD	0.0%
GWINNETT COUNTY	GWINNETT EDUC	0.0%
GWINNETT COUNTY	MULBERRY ELEM	0.0%
GWINNETT COUNTY	HARMONY ELEME	0.0%
GWINNETT COUNTY	MOUNTAIN PARK	0.0%
GWINNETT COUNTY	ANNISTOWN ELE	0.0%
GWINNETT COUNTY	DYER ELEMENTA	0.0%
GWINNETT COUNTY	PARTEE ELEMEN	0.0%
GWINNETT COUNTY	SIMPSON ELEME	0.0%
GWINNETT COUNTY	HARRIS ELEMEN	0.0%
GWINNETT COUNTY	ARCADO ELEMEN	0.0%
GWINNETT COUNTY	SUWANEE ELEME	0.0%
GWINNETT COUNTY	CAMP CREEK EL	0.0%
GWINNETT COUNTY	ROSEBUD ELEME	0.0%
GWINNETT COUNTY	FIVE FORKS MI	0.0%
GWINNETT COUNTY	GRAYSON ELEME	0.0%
GWINNETT COUNTY	TAYLOR ELEMEN	0.0%
GWINNETT COUNTY	SUGAR HILL EL	0.0%
GWINNETT COUNTY	LILBURN MIDDLE	0.0%
GWINNETT COUNTY	JACKSON ELEME	0.0%
GWINNETT COUNTY	FRANK N OSBO	0.0%
GWINNETT COUNTY	MARGARET WINN	0.5%
GWINNETT COUNTY	SIMONTON ELEM	0.5%
GWINNETT COUNTY	RIVERSIDE ELE	0.5%
GWINNETT COUNTY	SYCAMORE ELEM	0.5%
GWINNETT COUNTY	MCCONNELL MID	0.6%
GWINNETT COUNTY	MINOR ELEMENT	0.6%
GWINNETT COUNTY	PHARR ELEMENT	0.6%
GWINNETT COUNTY	DUNCAN CREEK	0.6%
GWINNETT COUNTY	LEVEL CREEK E	0.6%
GWINNETT COUNTY	BETHESDA ELEM	0.6%
GWINNETT COUNTY	HARBINS ELEME	0.6%
GWINNETT COUNTY	SUSAN STRIPLI	0.6%
GWINNETT COUNTY	PUCKETT S MIL	0.6%
GWINNETT COUNTY	PARSONS ELEME	0.7%
GWINNETT COUNTY	BRITT ELEMENT	0.7%
GWINNETT COUNTY	ROCK SPRINGS	0.7%
GWINNETT COUNTY	GWIN OAKS ELE	0.7%
GWINNETT COUNTY	CREEKLAND MID	0.7%
GWINNETT COUNTY	ALCOVA ELEMEN	0.7%
GWINNETT COUNTY	DULUTH MIDDLE	0.8%
GWINNETT COUNTY	FORT DANIEL E	0.8%
GWINNETT COUNTY	CHARLES BRANT	0.8%
GWINNETT COUNTY	TRIP ELEMENTA	0.8%
GWINNETT COUNTY	IVY CREEK ELE	0.9%

GWINNETT COUNTY	GLENN C JONE	0.9%
GWINNETT COUNTY	LANIER MIDDLE	0.9%
GWINNETT COUNTY	SHILOH ELEMEN	0.9%
GWINNETT COUNTY	TRICKUM MIDDLE	1.0%
GWINNETT COUNTY	HULL MIDDLE S	1.0%
GWINNETT COUNTY	ALTON C CREW	1.0%
GWINNETT COUNTY	MEADOWCREEK E	1.1%
GWINNETT COUNTY	CRAIG ELEMENT	1.2%
GWINNETT COUNTY	LOVIN ELEMENT	1.2%
GWINNETT COUNTY	FREEMAN S MIL	1.2%
GWINNETT COUNTY	J A ALFORD EL	1.2%
GWINNETT COUNTY	MCKENDREE ELE	1.3%
GWINNETT COUNTY	SNELLVILLE MI	1.3%
GWINNETT COUNTY	DACULA ELEMEN	1.3%
GWINNETT COUNTY	BERKELEY LAKE	1.3%
GWINNETT COUNTY	SHILOH MIDDLE	1.4%
GWINNETT COUNTY	LILBURN ELEME	1.4%
GWINNETT COUNTY	NORCROSS ELEM	1.4%
GWINNETT COUNTY	CEDAR HILL EL	1.5%
GWINNETT COUNTY	M H MASON ELE	1.6%
GWINNETT COUNTY	BENEFIELD ES	1.7%
GWINNETT COUNTY	BROOKWOOD ELE	2.0%
GWINNETT COUNTY	DACULA MIDDLE	2.0%
GWINNETT COUNTY	PATRICK ELEME	2.2%
GWINNETT COUNTY	RICHARDS MIDD	2.2%
GWINNETT COUNTY	SWEETWATER MI	2.2%
GWINNETT COUNTY	NORTON ELEMEN	2.3%
GWINNETT COUNTY	PINCKNEYVILLE	2.4%
GWINNETT COUNTY	CHATTAHOOCHEE	2.4%
GWINNETT COUNTY	CENTERVILLE E	2.6%
GWINNETT COUNTY	SUMMEROUR MID	2.6%
GWINNETT COUNTY	LAWRENCEVILLE	2.6%
GWINNETT COUNTY	BEAVER RIDGE	2.7%
GWINNETT COUNTY	BERKMAR MIDDLE	2.8%
GWINNETT COUNTY	HOPKINS ELEME	2.9%
GWINNETT COUNTY	W J COOPER	3.0%
GWINNETT COUNTY	WALNUT GROVE	3.0%
GWINNETT COUNTY	MAGILL ELEMEN	3.1%
GWINNETT COUNTY	LOUISE RADLOF	4.0%
GWINNETT COUNTY	ROCKBRIDGE EL	4.5%
GWINNETT COUNTY	HEAD ELEMENTA	4.6%
GWINNETT COUNTY	PEACHTREE ELE	4.7%
GWINNETT COUNTY	KANOHEDA ELEM	4.8%
GWINNETT COUNTY	KNIGHT ELEMEN	5.1%
GWINNETT COUNTY	CORLEY ELEMEN	5.8%
GWINNETT COUNTY	NESBIT ELEMEN	6.6%
HABERSHAM COUNTY	HAZEL GROVE E	0.0%
HABERSHAM COUNTY	LEVEL GROVE E	0.0%
HABERSHAM COUNTY	CORNELIA ELEM	1.3%
HABERSHAM COUNTY	DEMOREST ELEM	1.7%
HABERSHAM COUNTY	NORTH HABERSH	1.7%

HABERSHAM COUNTY	SOUTH HABERSH	1.9%
HABERSHAM COUNTY	CLARKESVILLE	5.3%
HABERSHAM COUNTY	BALDWIN ELEME	6.7%
HABERSHAM COUNTY	WOODVILLE ELE	7.7%
HABERSHAM COUNTY	FAIRVIEW ELEM	11.8%
HALL COUNTY	LANIER CAREER	0.0%
HALL COUNTY	ALPINE PSYCHO	0.0%
HALL COUNTY	CHICOPEE ELEM	0.0%
HALL COUNTY	LULA ELEMENTA	0.0%
HALL COUNTY	FLOWERY BRANC	0.0%
HALL COUNTY	NORTH HALL MI	0.0%
HALL COUNTY	EAST HALL MID	0.0%
HALL COUNTY	SPOUT SPRINGS	0.8%
HALL COUNTY	CHESTATEE MID	1.0%
HALL COUNTY	FRIENDSHIP EL	1.0%
HALL COUNTY	SARDIS ELEMEN	1.0%
HALL COUNTY	C W DAVIS MID	1.1%
HALL COUNTY	TADMORE ELEME	1.1%
HALL COUNTY	LANIER ELEMEN	1.1%
HALL COUNTY	OAKWOOD ELEME	1.5%
HALL COUNTY	MCEVER ELEMEN	1.8%
HALL COUNTY	RIVERBEND ELE	2.1%
HALL COUNTY	MYERS ELEMENT	2.1%
HALL COUNTY	WEST HALL MID	2.1%
HALL COUNTY	MARTIN ELEMEN	2.2%
HALL COUNTY	SOUTH HALL MI	2.4%
HALL COUNTY	WAUKA MOUNTAI	2.5%
HALL COUNTY	MOUNT VERNON	3.2%
HALL COUNTY	WORLD LANGUAG	4.4%
HALL COUNTY	SUGAR HILL EL	5.1%
HALL COUNTY	JONES ELEMENT	5.6%
HALL COUNTY	CHESTNUT MOUN	6.1%
HALL COUNTY	LYMAN HALL	6.3%
HALL COUNTY	WHITE SULPHUR	6.9%
HANCOCK COUNTY	HANCOCK MIDDLE	6.3%
HANCOCK COUNTY	LEWIS ELEMENT	17.3%
HARALSON COUNTY	TALLAPOOSA P	0.0%
HARALSON COUNTY	BUCHANAN ELEM	0.0%
HARALSON COUNTY	HARALSON CO M	0.0%
HARALSON COUNTY	BUCHANAN PRIM	1.6%
HARALSON COUNTY	WEST HARALSON	1.9%
HARRIS COUNTY	HARRIS CO CAR	0.0%
HARRIS COUNTY	PARK ELEMENTA	1.4%
HARRIS COUNTY	PINE RIDGE EL	2.3%
HARRIS COUNTY	MULBERRY CREE	4.2%
HARRIS COUNTY	NEW MOUNTAIN	8.7%
HART COUNTY	HART COUNTY A	0.0%
HART COUNTY	HARTWELL ELEM	0.0%
HART COUNTY	SOUTH HART EL	0.0%
HART COUNTY	HART COUNTY M	0.8%
HART COUNTY	NORTH HART EL	3.4%

HEARD COUNTY	CENTRALHATCHE	0.0%
HEARD COUNTY	HEARD CO MIDD	0.9%
HEARD COUNTY	EPHESUS ELEME	3.7%
HEARD COUNTY	HEARD ELEMENT	5.8%
HENRY COUNTY	COTTON INDIAN	0.0%
HENRY COUNTY	PATE S CREEK	0.0%
HENRY COUNTY	MOUNT CARMEL	0.0%
HENRY COUNTY	STOCKBRIDGE M	0.0%
HENRY COUNTY	NEW HOPE ELEM	0.0%
HENRY COUNTY	FLIPPEN ELEME	0.0%
HENRY COUNTY	LOCUST GROVE	0.0%
HENRY COUNTY	WOODLAND MIDD	0.0%
HENRY COUNTY	UNITY GROVE E	0.0%
HENRY COUNTY	OLA MIDDLE SC	0.3%
HENRY COUNTY	WALNUT CREEK	1.2%
HENRY COUNTY	MCDONOUGH ELE	1.2%
HENRY COUNTY	PLEASANT GROV	1.3%
HENRY COUNTY	LUELLA MIDDLE	1.5%
HENRY COUNTY	HENRY CO MIDD	1.6%
HENRY COUNTY	DUTCHTOWN MID	1.7%
HENRY COUNTY	STOCKBRIDGE E	1.9%
HENRY COUNTY	DUTCHTOWN ELE	2.2%
HENRY COUNTY	LUELLA ELEMEN	2.5%
HENRY COUNTY	AUSTIN ROAD E	2.9%
HENRY COUNTY	EAGLE S LANDI	2.9%
HENRY COUNTY	HAMPTON ELEME	3.1%
HENRY COUNTY	UNION GROVE M	3.3%
HENRY COUNTY	BETHLEHEM ELE	3.6%
HENRY COUNTY	PATRICK HENRY	3.7%
HENRY COUNTY	EAST LAKE ELE	3.8%
HENRY COUNTY	HICKORY FLAT	4.0%
HENRY COUNTY	OLA ELEMENTAR	4.2%
HENRY COUNTY	WOODLAND ELEM	4.9%
HENRY COUNTY	RED OAK ELEME	5.1%
HENRY COUNTY	WESLEY LAKES	5.4%
HENRY COUNTY	TUSSAHAW ELEM	5.9%
HENRY COUNTY	OAKLAND ELEME	6.7%
HENRY COUNTY	SMITH BARNES	7.4%
HENRY COUNTY	AUSTIN ROAD M	8.5%
HENRY COUNTY	ROCK SPRING E	8.6%
HENRY COUNTY	TIMBER RIDGE	11.7%
HENRY COUNTY	FAIRVIEW ELEM	12.5%
HOUSTON COUNTY	MOSSY CREEK M	0.0%
HOUSTON COUNTY	FEAGIN MILL M	0.0%
HOUSTON COUNTY	NORTHSIDE MID	0.0%
HOUSTON COUNTY	WATSON CENTER	0.0%
HOUSTON COUNTY	HUNTINGTON MI	0.0%
HOUSTON COUNTY	PERRY PRIMARY	0.0%
HOUSTON COUNTY	BONAIRE MIDDL	0.0%
HOUSTON COUNTY	LINWOOD ELEME	0.0%
HOUSTON COUNTY	LAKE JOY PRIM	0.0%

HOUSTON COUNTY	WESTSIDE ELEM	0.0%
HOUSTON COUNTY	TUCKER ELEMEN	0.0%
HOUSTON COUNTY	KINGS CHAPEL	0.0%
HOUSTON COUNTY	PERDUE ELEMEN	0.0%
HOUSTON COUNTY	PARKWOOD ELEM	0.0%
HOUSTON COUNTY	EAGLE SPRINGS	0.0%
HOUSTON COUNTY	RUSSELL ELEME	0.0%
HOUSTON COUNTY	PERRY MIDDLE	1.0%
HOUSTON COUNTY	CENTERVILLE E	1.2%
HOUSTON COUNTY	HILLTOP ELEME	1.2%
HOUSTON COUNTY	BONAIRE ELEME	1.3%
HOUSTON COUNTY	QUAIL RUN ELE	1.3%
HOUSTON COUNTY	MATTHEW ARTHU	1.3%
HOUSTON COUNTY	LAKE JOY ELEM	1.3%
HOUSTON COUNTY	MORNINGSIDE E	1.5%
HOUSTON COUNTY	SHIRLEY HILLS	1.5%
HOUSTON COUNTY	LINDSEY ELEME	1.8%
HOUSTON COUNTY	WARNER ROBINS	2.1%
HOUSTON COUNTY	NORTHSIDE ELE	2.6%
HOUSTON COUNTY	THOMSON MIDDLE	2.8%
HOUSTON COUNTY	DAVID A PERDU	5.8%
HOUSTON COUNTY	MILLER ELEMEN	5.8%
HOUSTON COUNTY	PEARL STEPHEN	9.5%
IRWIN COUNTY	IRWIN CO MIDD	0.0%
IRWIN COUNTY	IRWIN CO ELEM	0.0%
IVY PREP	IVY PREPARATO	5.6%
JACKSON COUNTY	W JACKSON PRI	0.0%
JACKSON COUNTY	W JACKSON INT	0.0%
JACKSON COUNTY	EAST JACK ELE	0.0%
JACKSON COUNTY	BENTON ELEMEN	0.0%
JACKSON COUNTY	MAYSVILLE ELE	0.0%
JACKSON COUNTY	KINGS BRIDGE	0.0%
JACKSON COUNTY	EAST JACK MID	0.0%
JACKSON COUNTY	GUM SPRINGS E	0.0%
JACKSON COUNTY	W JACKSON MID	0.0%
JACKSON COUNTY	NORTH JACKSON	2.0%
JACKSON COUNTY	SOUTH JACKSON	2.2%
JASPER COUNTY	WASHINGTON PA	0.0%
JASPER COUNTY	JASPER CO PRI	1.8%
JASPER COUNTY	JASPER CO MID	3.2%
JEFF DAVIS COUNTY	JEFF DAVIS MI	0.0%
JEFF DAVIS COUNTY	JEFF DAVIS EL	0.0%
JEFF DAVIS COUNTY	JEFF DAVIS SC	3.8%
JEFFERSON CITY	JEFFERSON ELE	0.0%
JEFFERSON CITY	JEFFERSON ACA	1.1%
JEFFERSON CITY	JEFFERSON MID	1.7%
JEFFERSON COUNTY	CARVER ELEMEN	0.0%
JEFFERSON COUNTY	LOUISVILLE MI	4.0%
JEFFERSON COUNTY	WRENS MIDDLE	10.4%
JEFFERSON COUNTY	WRENS ELEMENT	11.1%
JEFFERSON COUNTY	LOUISVILLE AC	12.8%

JENKINS COUNTY	JENKINS CO MI	3.6%
JENKINS COUNTY	JENKINS CO EL	7.8%
JOHNSON COUNTY	JOHNSON CO MI	0.0%
JOHNSON COUNTY	JOHNSON CO EL	1.4%
JONES COUNTY	WELLS PRIMARY	0.0%
JONES COUNTY	MATTIE WELLS	0.0%
JONES COUNTY	GRAY ELEMENTA	0.0%
JONES COUNTY	DAMES FERRY E	1.0%
JONES COUNTY	GRAY STATION	4.0%
JONES COUNTY	CLIFTON RIDGE	5.1%
LAMAR COUNTY	LAMAR CO MIDD	0.0%
LAMAR COUNTY	LAMAR CO ELE	1.2%
LAMAR COUNTY	LAMAR CO PRIM	3.0%
LANIER COUNTY	LANIER CO MID	0.0%
LANIER COUNTY	LANIER CO ELE	0.0%
LAURENS COUNTY	EAST LAUREN M	0.0%
LAURENS COUNTY	EAST LAUREN E	0.0%
LAURENS COUNTY	W LAURENS MID	2.8%
LAURENS COUNTY	SOUTHWEST LAU	4.3%
LAURENS COUNTY	EAST LAUREN P	4.5%
LAURENS COUNTY	NORTHWEST LAU	8.7%
LEE COUNTY	KINCHAFOONEE	0.0%
LEE COUNTY	TWIN OAKS ELE	0.0%
LEE COUNTY	LEE COUNTY EL	0.0%
LEE COUNTY	LEE COUNTY MI	0.6%
LEE COUNTY	LEE COUNTY PR	1.4%
LIBERTY COUNTY	LYMAN HALL EL	0.0%
LIBERTY COUNTY	MIDWAY MIDDLE	0.0%
LIBERTY COUNTY	LIBERTY ELEME	1.0%
LIBERTY COUNTY	SNELSON GOLDE	1.2%
LIBERTY COUNTY	JOSEPH MARTIN	1.4%
LIBERTY COUNTY	LEWIS FRASIER	2.3%
LIBERTY COUNTY	TAYLORS CREEK	2.5%
LIBERTY COUNTY	WALDO PAFFORD	2.7%
LIBERTY COUNTY	BUTTON GWINNE	3.7%
LIBERTY COUNTY	JORDYE BACON	5.1%
LIBERTY COUNTY	FRANK LONG EL	6.0%
LINCOLN COUNTY	LINCOLN CO MI	0.0%
LINCOLN COUNTY	LINCOLN CO EL	1.4%
LONG COUNTY	WALKER MIDDLE	0.0%
LONG COUNTY	SMILEY ELEMEN	3.1%
LOWNDES COUNTY	HAHIRA MIDDLE	0.0%
LOWNDES COUNTY	CLYATTVILLE E	0.0%
LOWNDES COUNTY	DEWAR ELEMENT	0.0%
LOWNDES COUNTY	MOULTON BRANC	0.0%
LOWNDES COUNTY	WESTSIDE ELEM	0.0%
LOWNDES COUNTY	LAKE PARK ELE	0.0%
LOWNDES COUNTY	HAHIRA ELEMEN	1.1%
LOWNDES COUNTY	PINE GROVE EL	1.1%
LOWNDES COUNTY	LOWNDES MIDDLE	1.5%
LUMPKIN COUNTY	BLACKBURN ELE	0.0%

LUMPKIN COUNTY	LONG BRANCH E	1.5%
LUMPKIN COUNTY	LUMPKIN CO EL	2.2%
LUMPKIN COUNTY	LUMPKIN CO MI	22.2%
MACON COUNTY	MACON CO ELEM	2.4%
MACON COUNTY	MACON CO MIDD	6.7%
MADISON COUNTY	MADISON CO MI	0.0%
MADISON COUNTY	COMER ELEMENT	0.0%
MADISON COUNTY	ILA ELEMENTAR	0.0%
MADISON COUNTY	HULL SANFORD	0.0%
MADISON COUNTY	COLBERT ELEME	0.0%
MADISON COUNTY	DANIELSVILLE	0.0%
MARIETTA CITY	MARIETTA SCH	0.0%
MARIETTA CITY	MARIETTA CHAR	0.0%
MARIETTA CITY	MARIETTA CENT	0.0%
MARIETTA CITY	HICKORY HILLS	0.0%
MARIETTA CITY	BURRUSS ELEME	0.0%
MARIETTA CITY	WEST SIDE ELE	0.0%
MARIETTA CITY	SAWYER ROAD E	0.0%
MARIETTA CITY	PARK STREET E	0.0%
MARIETTA CITY	DUNLEITH ELEM	2.8%
MARIETTA CITY	LOCKHEED ELEM	3.2%
MARIETTA CITY	MARIETTA MIDD	6.3%
MARION COUNTY	MARION MIDDLE	0.0%
MARION COUNTY	L K MOSS PRIM	5.7%
MCDUFFIE COUNTY	THOMSONMCDUFF	0.0%
MCDUFFIE COUNTY	THOMSON MDDL	0.0%
MCDUFFIE COUNTY	DEARING ELEME	0.0%
MCDUFFIE COUNTY	NORRIS ELEMEN	0.0%
MCDUFFIE COUNTY	THOMSON ELEME	1.0%
MCDUFFIE COUNTY	MAXWELL ELEME	4.8%
MCINTOSH COUNTY	OAK GROVE INT	0.0%
MCINTOSH COUNTY	TODD GRANT EL	3.0%
MCINTOSH COUNTY	MCINTOSH CO M	5.6%
MERIWETHER COUNTY	GREENVILLE MI	0.0%
MERIWETHER COUNTY	GEORGE E WAS	0.0%
MERIWETHER COUNTY	MANCHESTER MI	0.0%
MERIWETHER COUNTY	UNITY ELEMENT	1.8%
MERIWETHER COUNTY	MOUNTAIN VIEW	2.0%
MILLER COUNTY	MILLER CO MID	0.0%
MILLER COUNTY	MILLER CO ELE	2.1%
MITCHELL COUNTY	BACONTON COMM	3.2%
MITCHELL COUNTY	WALKER INMAN	6.7%
MITCHELL COUNTY	MITCHELL CO P	7.8%
MITCHELL COUNTY	MITCHELL CO M	9.3%
MONROE COUNTY	T G SCOTT ELE	0.0%
MONROE COUNTY	BANKS STEPHEN	2.7%
MONROE COUNTY	WILLIAM M HUB	3.1%
MONROE COUNTY	SAMUEL E HUBB	3.8%
MONTGOMERY COUNTY	NEW MONTGOMER	2.8%
MONTGOMERY COUNTY	MONTGOMERY CO	4.2%
MORGAN COUNTY	MORGAN CO MID	0.0%

MORGAN COUNTY	MORGAN CO PRI	0.0%
MORGAN COUNTY	MORGAN CO ELE	5.7%
MURRAY COUNTY	MOUNTAIN CREE	0.0%
MURRAY COUNTY	NORTHWEST ELE	0.0%
MURRAY COUNTY	GLADDEN MIDDLE	0.0%
MURRAY COUNTY	WOODLAWN ELEM	0.0%
MURRAY COUNTY	COKER ELEMENT	0.9%
MURRAY COUNTY	ETON ELEMENTA	1.1%
MURRAY COUNTY	NEW BAGLEY MI	2.7%
MURRAY COUNTY	CHATSWORTH EL	2.9%
MURRAY COUNTY	SPRING PLACE	3.2%
MUSCOGEE COUNTY	DOUBLE MIDDLE	0.0%
MUSCOGEE COUNTY	VETERANS MEMO	0.0%
MUSCOGEE COUNTY	RICHARDS MIDD	0.0%
MUSCOGEE COUNTY	BLACKMON ROAD	0.0%
MUSCOGEE COUNTY	DOUBLE CHURCH	0.0%
MUSCOGEE COUNTY	CLUBVIEW ELEM	0.0%
MUSCOGEE COUNTY	MIDLAND ACADE	0.0%
MUSCOGEE COUNTY	DIMON ELEMENT	0.0%
MUSCOGEE COUNTY	MATHEWS ELEME	0.0%
MUSCOGEE COUNTY	GENTIAN ELEME	0.0%
MUSCOGEE COUNTY	ALLEN ELEMENT	0.0%
MUSCOGEE COUNTY	BLANCHARD ELE	0.0%
MUSCOGEE COUNTY	FORT MIDDLE S	0.0%
MUSCOGEE COUNTY	NORTH COLUMBU	0.0%
MUSCOGEE COUNTY	ROTHSCHILD MI	0.8%
MUSCOGEE COUNTY	FOX ELEMENTAR	1.3%
MUSCOGEE COUNTY	EAGLE RIDGE A	1.4%
MUSCOGEE COUNTY	HANNAN ELEMEN	1.6%
MUSCOGEE COUNTY	SOUTH COLUMBU	1.6%
MUSCOGEE COUNTY	BRITT DAVID E	1.7%
MUSCOGEE COUNTY	ARNOLD MIDDLE	2.0%
MUSCOGEE COUNTY	WYNNTON ELEME	2.1%
MUSCOGEE COUNTY	KEY ELEMENTAR	2.2%
MUSCOGEE COUNTY	BENNING HILLS	3.0%
MUSCOGEE COUNTY	WESLEY HEIGHT	3.3%
MUSCOGEE COUNTY	DAWSON ELEMEN	3.7%
MUSCOGEE COUNTY	RIGDON ROAD E	4.2%
MUSCOGEE COUNTY	JOHNSON ELEME	4.2%
MUSCOGEE COUNTY	MIDLAND MIDDLE	4.3%
MUSCOGEE COUNTY	RIVER ROAD EL	4.8%
MUSCOGEE COUNTY	EDDY MIDDLE S	5.3%
MUSCOGEE COUNTY	REESE ROAD EL	5.6%
MUSCOGEE COUNTY	LONNIE JACKSO	5.6%
MUSCOGEE COUNTY	FORREST ROAD	7.4%
MUSCOGEE COUNTY	ST MARYS VID	7.9%
MUSCOGEE COUNTY	DOWNTOWN ELEM	8.3%
MUSCOGEE COUNTY	BAKER MIDDLE	9.8%
MUSCOGEE COUNTY	EDGEWOOD ELEM	10.5%
MUSCOGEE COUNTY	MARSHALL MIDD	11.1%
MUSCOGEE COUNTY	EAST COLUMBUS	12.1%

MUSCOGEE COUNTY	GEORGETOWN EL	12.3%
MUSCOGEE COUNTY	CUSSETA ROAD	14.3%
MUSCOGEE COUNTY	MARTIN LUTHER	19.2%
MUSCOGEE COUNTY	WADDELL ELEME	19.7%
MUSCOGEE COUNTY	BREWER ELEMEN	21.7%
MUSCOGEE COUNTY	DAVIS ELEMENT	29.2%
MUSCOGEE COUNTY	MUSCOGEE ELEM	51.9%
NEWTON COUNTY	PROJECT ADVEN	0.0%
NEWTON COUNTY	CHALLENGE CHA	0.0%
NEWTON COUNTY	INDIAN CREEK	0.0%
NEWTON COUNTY	MANSFIELD ELE	0.0%
NEWTON COUNTY	PORTERDALE EL	0.0%
NEWTON COUNTY	PALMER STONE	0.0%
NEWTON COUNTY	OAK HILL ELEM	0.0%
NEWTON COUNTY	LIVINGSTON EL	0.0%
NEWTON COUNTY	FAIRVIEW ELEM	0.0%
NEWTON COUNTY	FICQUETT ELEM	0.0%
NEWTON COUNTY	COUSINS MIDL	0.7%
NEWTON COUNTY	SOUTH SALEM E	0.9%
NEWTON COUNTY	WEST NEWTON E	1.0%
NEWTON COUNTY	VETERANS MEMO	1.4%
NEWTON COUNTY	ROCKY PLAINS	1.8%
NEWTON COUNTY	MIDDLE RIDGE	2.0%
NEWTON COUNTY	EAST NEWTON E	2.6%
NEWTON COUNTY	HEARD MIXON E	2.8%
NEWTON COUNTY	CLEMENTS MIDD	2.9%
OCONEE COUNTY	MALCOM BRIDGE	0.0%
OCONEE COUNTY	OCONEE CO MID	0.0%
OCONEE COUNTY	OCONEE CO PRI	0.0%
OCONEE COUNTY	ROCKY BRANCH	0.0%
OCONEE COUNTY	MALCOM ELEMEN	0.0%
OCONEE COUNTY	OCONEE CO ELE	0.0%
OCONEE COUNTY	COLHAM FERRY	3.7%
ODYSSEY	ODYSSEY SCH	1.4%
OGLETHORPE COUNTY	OGLETHORPE MI	0.0%
OGLETHORPE COUNTY	OGLETHORPE CO	0.0%
OGLETHORPE COUNTY	OGLETHORPE EL	0.0%
PAULDING COUNTY	NEW GEORGIA E	0.0%
PAULDING COUNTY	RITCH ELEMENT	0.0%
PAULDING COUNTY	DALLAS ELEMEN	0.0%
PAULDING COUNTY	ABNEY ELEMENT	0.0%
PAULDING COUNTY	MCGARITY ELEM	0.0%
PAULDING COUNTY	NORTHSIDE ELE	0.0%
PAULDING COUNTY	HIRAM ELEMENT	0.0%
PAULDING COUNTY	SAM D PANTER	0.0%
PAULDING COUNTY	BESSIE L BAG	0.0%
PAULDING COUNTY	BURNT HICKORY	0.0%
PAULDING COUNTY	SAMMY MCCLURE	0.0%
PAULDING COUNTY	C A ROBERTS	0.0%
PAULDING COUNTY	LILLIAN C POO	0.0%
PAULDING COUNTY	ROLAND W RUS	0.0%

PAULDING COUNTY	IRMA C AUSTIN	0.0%
PAULDING COUNTY	NEBO ELEMENTA	0.0%
PAULDING COUNTY	J A DOBBINS M	0.0%
PAULDING COUNTY	CONNIE DUGAN	0.0%
PAULDING COUNTY	EAST PAUL MID	0.0%
PAULDING COUNTY	LENA MAE MOSE	0.0%
PAULDING COUNTY	HERSCHEL JONE	0.0%
PAULDING COUNTY	S PAULDIN MID	0.7%
PAULDING COUNTY	ALLGOOD ELEM	0.9%
PAULDING COUNTY	FLOYD L SHEL	1.5%
PAULDING COUNTY	UNION ELEMENT	3.8%
PEACH COUNTY	BYRON MIDDLE	0.0%
PEACH COUNTY	HUNT ELEMENTA	0.0%
PEACH COUNTY	BYRON ELEMENT	0.0%
PEACH COUNTY	FORT VALLEY M	1.6%
PEACH COUNTY	HUNT PRIMARY	5.8%
PELHAM CITY	PELHAM CITY M	1.1%
PELHAM CITY	PELHAM ELEMEN	1.1%
PICKENS COUNTY	PICKENS CO MI	0.0%
PICKENS COUNTY	JASPER MIDDLE	0.0%
PICKENS COUNTY	TATE ELEMENTA	0.0%
PICKENS COUNTY	HILL CITY ELE	0.0%
PICKENS COUNTY	HARMONY ELEME	2.0%
PICKENS COUNTY	JASPER ELEMEN	2.7%
PIERCE COUNTY	PATTERSON ELE	0.0%
PIERCE COUNTY	PIERCE CO MID	0.0%
PIERCE COUNTY	BLACKSHEAR EL	8.9%
PIKE COUNTY	PIKE COUNTY P	0.0%
PIKE COUNTY	PIKE COUNTY E	0.9%
PIKE COUNTY	PIKE COUNTY M	0.9%
PIONEER RESA	PIONEER RESA	0.0%
POLK COUNTY	CEDARTOWN MID	0.0%
POLK COUNTY	ROCKMART MIDD	0.0%
POLK COUNTY	HARPST ACADEM	0.0%
POLK COUNTY	GOODYEAR ELEM	1.3%
POLK COUNTY	EASTSIDE ELEM	1.7%
POLK COUNTY	WESTSIDE ELEM	3.7%
POLK COUNTY	CHEROKEE ELEM	3.7%
POLK COUNTY	NORTHSIDE ELE	4.9%
PULASKI COUNTY	PULASKI CO MI	0.0%
PULASKI COUNTY	PULASKI CO EL	0.9%
PUTNAM COUNTY	PUTNAM CO MID	0.0%
PUTNAM COUNTY	PUTNAM CO ELE	2.5%
QUITMAN COUNTY	NEW QUITMAN C	42.4%
RABUN COUNTY	RABUN CO MIDD	0.0%
RABUN COUNTY	RABUN GAP COM	0.0%
RABUN COUNTY	SOUTH RABUN E	0.0%
RABUN COUNTY	RABUN CO ELEM	0.0%
RANDOLPH COUNTY	RANDOLPH MIDD	6.3%
RANDOLPH COUNTY	RANDOLPH CO E	6.9%
RICHMOND COUNTY	AUGUSTA A AN	0.0%

RICHMOND COUNTY	LIGHTHOUSE CA	0.0%
RICHMOND COUNTY	GARRETT ELEME	0.0%
RICHMOND COUNTY	DAVIDSON MAGN	0.0%
RICHMOND COUNTY	HAINS ELEMENT	0.0%
RICHMOND COUNTY	TUTT MIDDLE S	0.0%
RICHMOND COUNTY	WALKER TRADIT	0.0%
RICHMOND COUNTY	MORGAN ROAD M	0.0%
RICHMOND COUNTY	MURPHEY MIDDLE	0.0%
RICHMOND COUNTY	SEGO MIDDLE S	0.0%
RICHMOND COUNTY	LANGFORD MIDDLE	0.9%
RICHMOND COUNTY	GLENN HILLS E	0.9%
RICHMOND COUNTY	GOSHEN ELEMEN	1.6%
RICHMOND COUNTY	HEPHZIBAH ELE	1.7%
RICHMOND COUNTY	SOUTHSIDE ELE	1.8%
RICHMOND COUNTY	TERRACE MANOR	2.1%
RICHMOND COUNTY	DEER CHASE EL	2.2%
RICHMOND COUNTY	HEPHZIBAH MID	2.4%
RICHMOND COUNTY	LAKE FOREST H	2.9%
RICHMOND COUNTY	WINDSOR SPRIN	3.0%
RICHMOND COUNTY	SPIRIT CREEK	3.2%
RICHMOND COUNTY	TUBMAN MIDDLE	3.3%
RICHMOND COUNTY	MEADOWBROOK E	3.4%
RICHMOND COUNTY	MERRY ELEMENT	3.9%
RICHMOND COUNTY	MCBEAN ELEMEN	4.3%
RICHMOND COUNTY	GRACEWOOD ELE	4.8%
RICHMOND COUNTY	WILLIS FOREMA	5.0%
RICHMOND COUNTY	SUE REYNOLDS	5.9%
RICHMOND COUNTY	MONTE SANO EL	6.7%
RICHMOND COUNTY	WILKINSON GAR	6.7%
RICHMOND COUNTY	TOBACCO ROAD	6.7%
RICHMOND COUNTY	GLENN HILLS M	6.8%
RICHMOND COUNTY	ROLLINS ELEME	7.0%
RICHMOND COUNTY	NATIONAL HILL	7.1%
RICHMOND COUNTY	EAST AUGUSTA	7.2%
RICHMOND COUNTY	BARTON CHAPEL	7.4%
RICHMOND COUNTY	FREEDOM PARK	9.0%
RICHMOND COUNTY	BLYTHE ELEMEN	9.8%
RICHMOND COUNTY	WHEELESS ROAD	11.1%
RICHMOND COUNTY	JAMESTOWN ELE	11.7%
RICHMOND COUNTY	DIAMOND LAKES	12.5%
RICHMOND COUNTY	WARREN ROAD E	12.5%
RICHMOND COUNTY	COLLINS ELEME	13.0%
RICHMOND COUNTY	BAYVALE ELEME	14.9%
RICHMOND COUNTY	CRAIG HOUGHTO	17.4%
RICHMOND COUNTY	COPELAND ELEM	17.5%
RICHMOND COUNTY	MILLEDGE ELEM	19.6%
RICHMOND COUNTY	LAMAR ELEMENT	26.2%
RICHMOND COUNTY	HORNSBY ELEME	45.1%
ROCKDALE COUNTY	HONEY CREEK E	0.0%
ROCKDALE COUNTY	HOUSE ELEMENT	0.0%
ROCKDALE COUNTY	EDWARDS MIDDLE	0.0%

ROCKDALE COUNTY	GENERAL RAY D	1.0%
ROCKDALE COUNTY	SHOAL CREEK E	1.1%
ROCKDALE COUNTY	PEEK S CHAPEL	1.2%
ROCKDALE COUNTY	PINE STREET E	1.5%
ROCKDALE COUNTY	MEMORIAL MIDD	2.5%
ROCKDALE COUNTY	FLAT SHOALS E	2.7%
ROCKDALE COUNTY	CONYERS MIDL	3.1%
ROCKDALE COUNTY	LORRAINE ELEM	3.4%
ROCKDALE COUNTY	SIMS ELEMENTA	4.3%
ROCKDALE COUNTY	HIGHTOWER TRA	4.4%
ROCKDALE COUNTY	BARKSDALE ELE	5.8%
ROCKDALE COUNTY	HICKS ELEMENT	10.3%
ROME CITY	ANNA K DAVIE	0.0%
ROME CITY	ROME MIDDLE S	2.2%
ROME CITY	WEST END ELEM	2.8%
ROME CITY	ELM STREET EL	3.7%
ROME CITY	MAIN ELEMENTA	7.7%
ROME CITY	EAST CENTRAL	8.7%
ROME CITY	WEST CENTRAL	11.5%
ROME CITY	NORTH HEIGHTS	12.8%
ROME CITY	SOUTHEAST ELE	19.6%
SCHLEY COUNTY	SCHLEY COUNTY	0.0%
SCHLEY COUNTY	SCHLEY MIDDLE	2.6%
SCHOLARS ACADEMY	SCHOLARS ACAD	20.0%
SCREVEN COUNTY	SCREVEN CO MI	0.0%
SCREVEN COUNTY	SCREVEN CO EL	7.9%
SEMINOLE COUNTY	SEMINOLE CO M	2.6%
SEMINOLE COUNTY	SEMINOLE CO E	6.1%
SOCIAL CIRCLE CITY	SOCIAL PRIMAR	0.0%
SOCIAL CIRCLE CITY	SOCIAL ELEMEN	0.0%
SOCIAL CIRCLE CITY	SOCIAL CIRCLE	0.0%
SPALDING COUNTY	JACKSON ROAD	0.0%
SPALDING COUNTY	COWAN ROAD MI	0.0%
SPALDING COUNTY	CARVER ROAD M	0.9%
SPALDING COUNTY	FUTRAL ROAD E	1.3%
SPALDING COUNTY	JORDAN HILL R	1.5%
SPALDING COUNTY	BEAVERBROOK E	1.6%
SPALDING COUNTY	ORRS ELEMENTA	2.5%
SPALDING COUNTY	KENNEDY ROAD	2.7%
SPALDING COUNTY	TAYLOR STREET	3.1%
SPALDING COUNTY	COWAN ROAD EL	3.4%
SPALDING COUNTY	CRESCENT ROAD	3.5%
SPALDING COUNTY	ANNE STREET E	6.1%
SPALDING COUNTY	MORELAND ROAD	7.2%
SPALDING COUNTY	ATKINSON ELEM	28.6%
SPALDING COUNTY	MOORE ELEMENT	31.7%
STEPHENS COUNTY	STEPHENS CO M	0.0%
STEPHENS COUNTY	EASTANOLLEE E	0.0%
STEPHENS COUNTY	BIG A ELEMENT	0.0%
STEPHENS COUNTY	LIBERTY ELEME	0.0%
STEPHENS COUNTY	TOCCOA ELEMEN	1.3%

STEWART COUNTY	STEWART CO MI	0.0%
STEWART COUNTY	STEWART CO EL	14.3%
SUMTER COUNTY	SARAH COBB EL	0.0%
SUMTER COUNTY	STALEY MIDDLE	0.0%
SUMTER COUNTY	SUMTER CO PRI	0.0%
SUMTER COUNTY	SUMTER CO ELE	0.0%
SUMTER COUNTY	CHEROKEE ELEM	2.1%
SUMTER COUNTY	SUMTER CO MID	3.1%
TALBOT COUNTY	CENTRAL ELEME	15.0%
TALIAFERRO COUNTY	TALIAFERRO CO	11.1%
TATTNALL COUNTY	GLENNVILLE MI	0.0%
TATTNALL COUNTY	COLLINS MIDDLE	0.0%
TATTNALL COUNTY	COLLINS ELEME	0.0%
TATTNALL COUNTY	GLENNVILLE EL	0.0%
TATTNALL COUNTY	REIDSVILLE EL	2.7%
TATTNALL COUNTY	REIDSVILLE MI	3.7%
TAYLOR COUNTY	GEORGIA CENTE	0.0%
TAYLOR COUNTY	TAYLOR CO PRI	0.0%
TAYLOR COUNTY	TAYLOR CO MID	0.0%
TAYLOR COUNTY	TAYLOR CO UPP	0.0%
TELFAIR COUNTY	TELFAIR CO MI	0.0%
TELFAIR COUNTY	TELFAIR CO EL	6.3%
TERRELL COUNTY	COOPER PRIMAR	0.0%
TERRELL COUNTY	TERRELL MIDDLE	2.2%
TERRELL COUNTY	CARVER ELEMEN	5.3%
THOMAS COUNTY	CROSS CREEK E	0.0%
THOMAS COUNTY	THOMAS CO MID	0.7%
THOMAS COUNTY	GARRISON PILC	1.4%
THOMASTONUPSON COUNT	UPSON LEE NOR	0.0%
THOMASTONUPSON COUNT	UPSON LEE MID	0.0%
THOMASTONUPSON COUNT	UPSON LEE SOU	0.6%
THOMASVILLE CITY	MACINTYRE PAR	0.0%
THOMASVILLE CITY	JERGER ELEMEN	0.0%
THOMASVILLE CITY	SCOTT ELEMENT	3.8%
THOMASVILLE CITY	HARPER ELEMEN	12.0%
TIFT COUNTY	NORTHSIDE PRI	0.0%
TIFT COUNTY	OMEGA ELEMENT	0.0%
TIFT COUNTY	G O BAILEY PR	0.0%
TIFT COUNTY	LEN LASTINGER	0.0%
TIFT COUNTY	CHARLES SPENC	0.0%
TIFT COUNTY	EIGHTH STREET	1.3%
TIFT COUNTY	MATT WILSON E	1.3%
TIFT COUNTY	ANNIE BELLE C	1.8%
TIFT COUNTY	J T REDDICK E	6.2%
TOOMBS COUNTY	TOOMBS CENTRA	0.0%
TOOMBS COUNTY	TOOMBS CO MID	0.0%
TOOMBS COUNTY	LYONS UPPER E	4.2%
TOOMBS COUNTY	LYONS PRIMARY	4.8%
TOWNS COUNTY	TOWNS CO MIDD	0.0%
TOWNS COUNTY	TOWNS CO ELEM	0.0%
TREUTLEN COUNTY	TREUTLEN MIDD	0.0%

TREUTLEN COUNTY	TREUTLEN ELEM	0.0%
TRION CITY	TRION MIDDLE	0.0%
TRION CITY	TRION ELEMENT	0.0%
TROUP COUNTY	BRADFIELD CEN	0.0%
TROUP COUNTY	MOUNTVILLE EL	0.0%
TROUP COUNTY	WEST POINT EL	0.0%
TROUP COUNTY	HOLLIS HAND E	0.0%
TROUP COUNTY	HILLCREST ELE	0.0%
TROUP COUNTY	LONG CANE ELE	0.0%
TROUP COUNTY	ROSEMONT ELEM	0.0%
TROUP COUNTY	CALLAWAY ES	0.0%
TROUP COUNTY	WEST SIDE MAG	0.0%
TROUP COUNTY	CALLAWAY MIDD	0.0%
TROUP COUNTY	GARDNER NEWMA	0.8%
TROUP COUNTY	LONG CANE MID	1.5%
TROUP COUNTY	WHITESVILLE R	1.7%
TROUP COUNTY	FRANKLIN FORE	1.8%
TROUP COUNTY	HOGANSVILLE E	2.1%
TROUP COUNTY	UNITY ELEMENT	2.1%
TROUP COUNTY	BERTA WEATHER	2.1%
TROUP COUNTY	CANNON STREET	3.7%
TROUP COUNTY	ETHEL KIGHT M	5.3%
TURNER COUNTY	TURNER CO MID	0.0%
TURNER COUNTY	TURNER CO SPE	0.0%
TURNER COUNTY	TURNER CO ELE	4.5%
TWIGGS COUNTY	TWIGGS MIDDLE	3.9%
TWIGGS COUNTY	JEFFERSONVILL	8.9%
UNION COUNTY	WOODY GAP HIG	0.0%
UNION COUNTY	UNION CO MIDD	0.0%
UNION COUNTY	UNION CO ELEM	0.0%
UNION COUNTY	UNION CO PRIM	1.6%
VALDOSTA CITY	VALDOSTA EARL	0.0%
VALDOSTA CITY	VALDOSTA MIDD	0.0%
VALDOSTA CITY	SALLAS MAHONE	0.0%
VALDOSTA CITY	S L MASON ELE	3.5%
VALDOSTA CITY	SOUTHEAST ELE	4.2%
VALDOSTA CITY	J L LOMAX ELE	5.6%
VALDOSTA CITY	NUNN ELEMENTA	10.3%
VALDOSTA CITY	NEWBERN MIDDLE	15.4%
VIDALIA CITY	J R TRIPPE MI	0.0%
VIDALIA CITY	SALLY DAILEY	0.0%
VIDALIA CITY	J D DICKERS P	16.7%
WALKER COUNTY	FAIRYLAND ELE	0.0%
WALKER COUNTY	ROSSVILLE MID	0.0%
WALKER COUNTY	CHATTANOOGA V	0.0%
WALKER COUNTY	GILBERT ELEME	0.0%
WALKER COUNTY	CHATTANOOGA E	0.0%
WALKER COUNTY	LAFAYETTE MID	0.0%
WALKER COUNTY	NORTH LAFAYET	1.4%
WALKER COUNTY	NAOMI ELEMENT	1.7%
WALKER COUNTY	STONE CREEK E	1.8%

WALKER COUNTY	ROCK SPRING E	3.9%
WALKER COUNTY	ROSSVILLE ELE	5.3%
WALKER COUNTY	CHEROKEE RIDG	7.6%
WALTON COUNTY	LOGANVILLE MI	0.0%
WALTON COUNTY	CARVER MIDDLE	0.0%
WALTON COUNTY	YOUTH MIDDLE	0.0%
WALTON COUNTY	SHARON ELEMEN	0.0%
WALTON COUNTY	YOUTH ELEMENT	0.0%
WALTON COUNTY	ATHA ROAD ELE	1.1%
WALTON COUNTY	WALKER PARK E	1.8%
WALTON COUNTY	MONROE ELEMEN	2.0%
WALTON COUNTY	BAY CREEK ELE	2.3%
WALTON COUNTY	WALNUT GROVE	3.3%
WALTON COUNTY	LOGANVILLE EL	4.2%
WALTON COUNTY	BLAINE ST ELE	11.1%
WARE COUNTY	WILLIAMS HEIG	0.0%
WARE COUNTY	CENTER ELEMEN	0.0%
WARE COUNTY	WARESBORO ELE	0.0%
WARE COUNTY	WARE COUNTY M	0.0%
WARE COUNTY	WAYCROSS MIDD	0.0%
WARE COUNTY	RUSKIN ELEMEN	1.5%
WARE COUNTY	WACONA ELEMEN	2.2%
WARE COUNTY	WARE MAGNET S	2.8%
WARE COUNTY	MEMORIAL DRIV	3.9%
WARREN COUNTY	FREEMAN ELEME	2.0%
WARREN COUNTY	WARREN CO MID	6.5%
WASHINGTON COUNTY	T J ELDER M	0.0%
WASHINGTON COUNTY	SANDERSVILLE	0.0%
WASHINGTON COUNTY	CRAWFORD PRIM	4.8%
WASHINGTON COUNTY	ELDER PRIMARY	7.4%
WAYNE COUNTY	THOMAS P JAM	0.0%
WAYNE COUNTY	SCREVEN ELEME	0.0%
WAYNE COUNTY	ODUM ELEMENTA	0.0%
WAYNE COUNTY	BACON ELEMENT	0.0%
WAYNE COUNTY	ARTHUR WILLIA	0.0%
WAYNE COUNTY	MARTHA PUCKET	0.0%
WAYNE COUNTY	MARTHA RAWLS	0.0%
WAYNE COUNTY	JESUP ELEMENT	1.9%
WEBSTER COUNTY	WEBSTER COUNT	0.0%
WHEELER COUNTY	WHEELER CO HI	0.0%
WHEELER COUNTY	WHEELER CO EL	7.0%
WHITE COUNTY	JACK P NIX PR	0.0%
WHITE COUNTY	MOUNT YONAH E	0.0%
WHITE COUNTY	MOSSY CREEK E	0.0%
WHITE COUNTY	WHITE CO INT	0.0%
WHITE COUNTY	WHITE CO MIDD	0.0%
WHITFIELD COUNTY	EASTBROOK MID	0.0%
WHITFIELD COUNTY	NEW HOPE MIDD	0.0%
WHITFIELD COUNTY	COHUTTA ELEME	0.0%
WHITFIELD COUNTY	VARNELL ELEME	0.0%
WHITFIELD COUNTY	NEW HOPE ELEM	0.0%

WHITFIELD COUNTY	WESTSIDE MIDD	0.0%
WHITFIELD COUNTY	VALLEY PT MID	0.8%
WHITFIELD COUNTY	BEAVERDALE EL	1.0%
WHITFIELD COUNTY	WESTSIDE ELEM	1.1%
WHITFIELD COUNTY	NORTH WHITFIE	2.0%
WHITFIELD COUNTY	PLEASANT GROV	2.2%
WHITFIELD COUNTY	DAWNVILLE ELE	2.3%
WHITFIELD COUNTY	ANTIOCH ELEME	2.9%
WHITFIELD COUNTY	VALLEY POINT	3.2%
WHITFIELD COUNTY	DUG GAP ELEME	3.5%
WHITFIELD COUNTY	TUNNEL HILL E	4.8%
WHITFIELD COUNTY	EASTSIDE ELEM	11.1%
WILCOX COUNTY	WILCOX CO MID	0.0%
WILCOX COUNTY	WILCOX CO ELE	9.0%
WILKES COUNTY	WASHINGTON EL	0.0%
WILKES COUNTY	WASHINGTON MI	3.6%
WILKES COUNTY	WASHINGTON WI	4.5%
WILKINSON COUNTY	WILKINSON COU	0.0%
WILKINSON COUNTY	WILKINSON ELE	0.0%
WILKINSON COUNTY	WILKINSON PRI	1.9%
WORTH COUNTY	WORTH CO PRIM	0.0%
WORTH COUNTY	WORTH CO MIDD	0.0%
WORTH COUNTY	SYLVESTER ELE	0.8%

SystemName	SchoolName	Grade	Content	TeacherName	N_students	#_WTR	Mean_classro	Std_classro	Min	Max	P10	P25	P50	P75	P90	P95	Mean_state	Std_state	crit_3SD	flag_3SD	Flag	
STATE AVERAGE	STATE AVERAGE	1	RD	STATE AVERAGE	128,257	138,593	1.080588194	1.4903398	0	23	0	0	1	2	3	4	1.080588194	1.4903398	N/A	N/A	N/A	
STATE AVERAGE	STATE AVERAGE	1	LA	STATE AVERAGE	128,226	205,551	1.603036826	1.9473378	0	30	0	0	1	2	4	5	1.603036826	1.9473378	N/A	N/A	N/A	
STATE AVERAGE	STATE AVERAGE	1	MA	STATE AVERAGE	128,434	224,507	1.74803401	2.0489466	0	30	0	0	1	3	4	6	1.74803401	2.0489466	N/A	N/A	N/A	
STATE AVERAGE	STATE AVERAGE	2	RD	STATE AVERAGE	129,365	118,288	0.914374058	1.381785	0	28	0	0	0	0	1	2	3	0.914374058	1.381785	N/A	N/A	N/A
STATE AVERAGE	STATE AVERAGE	2	LA	STATE AVERAGE	129,328	170,610	1.319203885	1.7325901	0	43	0	0	1	2	3	4	1.319203885	1.7325901	N/A	N/A	N/A	
STATE AVERAGE	STATE AVERAGE	2	MA	STATE AVERAGE	129,540	223,945	1.728771036	2.047211	0	44	0	0	1	2	4	5	1.728771036	2.047211	N/A	N/A	N/A	
STATE AVERAGE	STATE AVERAGE	3	RD	STATE AVERAGE	128,837	151,060	1.172489269	1.8664211	0	35	0	0	1	2	3	4	1.172489269	1.8664211	N/A	N/A	N/A	
STATE AVERAGE	STATE AVERAGE	3	LA	STATE AVERAGE	128,767	194,150	1.507762082	2.05317	0	37	0	0	1	2	4	5	1.507762082	2.05317	N/A	N/A	N/A	
STATE AVERAGE	STATE AVERAGE	3	MA	STATE AVERAGE	129,046	241,822	1.873920927	2.4330609	0	41	0	0	1	3	5	6	1.873920927	2.4330609	N/A	N/A	N/A	
STATE AVERAGE	STATE AVERAGE	4	RD	STATE AVERAGE	125,267	124,590	0.994595544	1.6385729	0	36	0	0	0	0	1	3	4	0.994595544	1.6385729	N/A	N/A	N/A
STATE AVERAGE	STATE AVERAGE	4	LA	STATE AVERAGE	125,239	175,974	1.405105438	2.0332046	0	41	0	0	1	2	4	5	1.405105438	2.0332046	N/A	N/A	N/A	
STATE AVERAGE	STATE AVERAGE	4	MA	STATE AVERAGE	125,470	235,186	1.874440105	2.4446497	0	47	0	0	1	3	5	6	1.874440105	2.4446497	N/A	N/A	N/A	
STATE AVERAGE	STATE AVERAGE	5	RD	STATE AVERAGE	124,798	141,789	1.136148015	1.8284998	0	37	0	0	1	2	3	4	1.136148015	1.8284998	N/A	N/A	N/A	
STATE AVERAGE	STATE AVERAGE	5	LA	STATE AVERAGE	124,744	178,967	1.434674213	2.0406349	0	34	0	0	1	2	4	5	1.434674213	2.0406349	N/A	N/A	N/A	
STATE AVERAGE	STATE AVERAGE	5	MA	STATE AVERAGE	125,019	228,146	1.824890617	2.5360989	0	45	0	0	1	2	4	6	1.824890617	2.5360989	N/A	N/A	N/A	
DOUGHERTY COUNTY	ALICE COACHMA	1	RD	EVANS	20	58	2.9	2.3597502	0	9	0	1.5	2	4	6.5	8	1.080588194	1.4903398	2.080339	F	5.459598	
DOUGHERTY COUNTY	ALICE COACHMA	1	LA	EVANS	20	86	4.3	2.8488225	0	10	0.5	2.5	4	7	7.5	9	1.603036826	1.9473378	2.909351	F	6.193679	
DOUGHERTY COUNTY	ALICE COACHMA	1	MA	EVANS	20	123	6.15	4.3440825	0	16	1	3	5	9.5	12	15	1.74803401	2.0489466	3.122509	F	9.607957	
DOUGHERTY COUNTY	ALICE COACHMA	1	RD	HAMON V	1	0	0	0	0	0	0	0	0	0	0	0	1.080588194	1.4903398	5.551608		-0.725062	
DOUGHERTY COUNTY	ALICE COACHMA	1	LA	HAMON V	1	0	0	0	0	0	0	0	0	0	0	0	1.603036826	1.9473378	7.44505		-0.823194	
DOUGHERTY COUNTY	ALICE COACHMA	1	MA	HAMON V	1	0	0	0	0	0	0	0	0	0	0	0	1.74803401	2.0489466	7.894874		-0.853138	
DOUGHERTY COUNTY	ALICE COACHMA	1	RD	NELSON	16	29	1.8125	2.0726392	0	6	0	0	1	3	5	6	1.080588194	1.4903398	2.198343		1.964416	
DOUGHERTY COUNTY	ALICE COACHMA	1	LA	NELSON	16	39	2.4375	2.632331	0	10	0	0.5	2	3.5	6	10	1.603036826	1.9473378	3.06354		1.714059	
DOUGHERTY COUNTY	ALICE COACHMA	1	MA	NELSON	16	43	2.6875	2.4418231	0	8	0	1	2	5	6	8	1.74803401	2.0489466	3.284744		1.834047	
DOUGHERTY COUNTY	ALICE COACHMA	1	RD	WYATT	20	41	2.05	1.9861362	0	7	0	0.5	2	3	5	6.5	1.080588194	1.4903398	2.080339		2.908962	
DOUGHERTY COUNTY	ALICE COACHMA	1	LA	WYATT	20	57	2.85	2.4563915	0	9	0	1	2.5	4	6	7.5	1.603036826	1.9473378	2.909351		2.863699	
DOUGHERTY COUNTY	ALICE COACHMA	1	MA	WYATT	20	70	3.5	1.9056702	0	8	1	2	3.5	5	5.5	7	1.74803401	2.0489466	3.122509	F	3.823931	
DOUGHERTY COUNTY	ALICE COACHMA	2	RD	ANDERSON	21	80	3.80952381	3.2499084	1	14	1	2	3	5	8	9	0.914374058	1.381785	1.818955	F	9.601525	
DOUGHERTY COUNTY	ALICE COACHMA	2	LA	ANDERSON	21	150	7.142857143	4.1022642	1	19	2	5	7	9	10	13	1.319203885	1.7325901	2.45345	F	15.40314	
DOUGHERTY COUNTY	ALICE COACHMA	2	MA	ANDERSON	21	258	12.28571429	5.693545	3	23	5	8	13	14	20	23	1.728771036	2.047211	3.068985	F	23.63117	
DOUGHERTY COUNTY	ALICE COACHMA	2	RD	FAULKNER	20	83	4.15	3.4984959	1	14	1	2	3	5	9.5	13	0.914374058	1.381785	1.841304	F	10.47208	
DOUGHERTY COUNTY	ALICE COACHMA	2	LA	FAULKNER	20	83	4.15	3.0655128	0	11	1	2	3.5	6	9	11	1.319203885	1.7325901	2.481461	F	7.306809	
DOUGHERTY COUNTY	ALICE COACHMA	2	MA	FAULKNER	20	117	5.85	3.35135078	1	15	2.5	3.5	4.5	7.5	11	13	1.728771036	2.047211	3.102082	F	9.002832	
DOUGHERTY COUNTY	ALICE COACHMA	2	RD	WILKERSON	20	64	3.2	3.4580189	0	12	0	1	2	3.5	9	12	0.914374058	1.381785	1.841304	F	7.39741	
DOUGHERTY COUNTY	ALICE COACHMA	2	LA	WILKERSON	20	62	3.1	2.6337885	0	11	0	1.5	3	4	6	8.5	1.319203885	1.7325901	2.481461	F	4.596565	
DOUGHERTY COUNTY	ALICE COACHMA	2	MA	WILKERSON	20	102	5.1	4.0897819	0	15	1	2	4.5	7.5	11	13	1.728771036	2.047211	3.102082	F	7.364456	
DOUGHERTY COUNTY	ALICE COACHMA	2	RD	WILSON	20	38	1.9	1.8035054	0	7	0	1	1.5	2.5	4.5	6	0.914374058	1.381785	1.841304	F	3.18997	
DOUGHERTY COUNTY	ALICE COACHMA	2	LA	WILSON	20	33	1.65	1.8715319	0	8	0	0.5	1	2	3.5	6	1.319203885	1.7325901	2.481461		0.853846	
DOUGHERTY COUNTY	ALICE COACHMA	2	MA	WILSON	20	53	2.65	2.323237	0	8	0	0.5	2.5	4	6	7	1.728771036	2.047211	3.102082		2.012426	
DOUGHERTY COUNTY	ALICE COACHMA	3	RD	DAVIS	19	11	0.578947368	0.9015905	0	3	0	0	0	1	2	3	1.172489269	1.8664211	2.457048		-1.386177	
DOUGHERTY COUNTY	ALICE COACHMA	3	LA	DAVIS	19	26	1.368421053	1.4985373	0	4	0	0	1	3	4	4	1.507762082	2.05317	2.920851		-0.295822	
DOUGHERTY COUNTY	ALICE COACHMA	3	MA	DAVIS	19	26	1.368421053	2.087277	0	9	0	0	1	2	3	9	1.873920927	2.4330609	3.548468		-0.905618	
DOUGHERTY COUNTY	ALICE COACHMA	3	RD	HAYNES	19	79	4.157894737	3.1843918	1	13	1	2	3	5	11	13	1.172489269	1.8664211	2.457048	F	6.972211	
DOUGHERTY COUNTY	ALICE COACHMA	3	LA	HAYNES	19	97	5.105263158	3.1604278	0	11	1	3	5	7	9	11	1.507762082	2.05317	2.920851	F	7.637528	
DOUGHERTY COUNTY	ALICE COACHMA	3	MA	HAYNES	19	102	5.368421053	2.9099547	1	12	1	4	5	7	11	12	1.873920927	2.4330609	3.548468	F	6.260498	
DOUGHERTY COUNTY	ALICE COACHMA	3	RD	OLIVER	19	48	2.526315789	3.0798344	0	11	0	1	2	3	10	11	1.72489269	1.8664211	2.457048	F	3.161769	
DOUGHERTY COUNTY	ALICE COACHMA	3	LA	OLIVER	19	44	2.315789474	2.4732487	0	8	0	0	1	4	7	8	1.507762082	2.05317	2.920851		1.71545	
DOUGHERTY COUNTY	ALICE COACHMA	3	MA	OLIVER	19	58	3.052631579	3.1530177	0	14	1	1	2	3	7	14	1.873920927	2.4330609	3.548468		2.111694	
DOUGHERTY COUNTY	ALICE COACHMA	3	RD	TOLBERT	21	36	1.714285714	2.2392601	0	8	0	0	1	3	4	6	1.172489269	1.8664211	2.394349		1.330259	
DOUGHERTY COUNTY	ALICE COACHMA	3	LA	TOLBERT	21	53	2.523809524	2.2498677	0	7	0	1	2	4	6	7	1.507762082	2.05317	2.851877		2.267769	
DOUGHERTY COUNTY	ALICE COACHMA	3	MA	TOLBERT	21	48	2.285714286	1.4192553	0	5	1	1	2	3	4	5	1.873920927	2.4330609	3.466733		0.775597	
DOUGHERTY COUNTY	ALICE COACHMA	4	RD	BASLEY	25	30	1.2	1.779513	0	8	0	0	1	2	3	4	0.994595544	1.6385729	1.977739		0.626779	
DOUGHERTY COUNTY	ALICE COACHMA	4	LA	BASLEY	25	45	1.8	1.7559423	0	7	0	1	1	2	5	5	1.405105438	2.0332046	2.625028		0.971114	
DOUGHERTY COUNTY	ALICE COACHMA	4	MA	BASLEY	25	47	1.88	2.4886409	0	11	0	1	1	2	6	6	1.874440105	2.4446497	3.34123		0.011372	
DOUGHERTY COUNTY	ALICE COACHMA	4	RD	BELL K	1																	

DOUGHERTY COUNTY	ALICE COACHMA	4	MA	BELL K	1	0	0	0	0	0	0	0	0	0	0	0	1.874440105	2.4446497	9.208389	-0.766752
DOUGHERTY COUNTY	ALICE COACHMA	4	RD	DAVIS	1	1	1	1	1	1	1	1	1	1	1	1	0.994595544	1.6385729	5.910314	0.003298
DOUGHERTY COUNTY	ALICE COACHMA	4	LA	DAVIS	1	0	0	0	0	0	0	0	0	0	0	0	1.405105438	2.0332046	7.504719	-0.691079
DOUGHERTY COUNTY	ALICE COACHMA	4	MA	DAVIS	1	0	0	0	0	0	0	0	0	0	0	0	1.874440105	2.4446497	9.208389	-0.766752
DOUGHERTY COUNTY	ALICE COACHMA	4	RD	FLORENCE	24	27	1.125	1.6500988	0	5	0	0	0	0	0	0	0.994595544	1.6385729	1.998012	0.389881
DOUGHERTY COUNTY	ALICE COACHMA	4	LA	FLORENCE	24	36	1.5	2.0851441	0	8	0	0	0	0	0	0	1.405105438	2.0332046	2.650184	0.228647
DOUGHERTY COUNTY	ALICE COACHMA	4	MA	FLORENCE	24	40	1.666666667	2.1802805	0	9	0	0	0	0	0	0	1.874440105	2.4446497	3.371476	-0.41637
DOUGHERTY COUNTY	ALICE COACHMA	4	RD	RYNDERS	24	32	1.333333333	1.0072203	0	3	0	0.5	1	2	3	3	0.994595544	1.6385729	1.998012	1.012753
DOUGHERTY COUNTY	ALICE COACHMA	4	LA	RYNDERS	24	33	1.375	1.7398776	0	7	0	0	0	1	1.5	3	1.405105438	2.0332046	2.650184	-0.072539
DOUGHERTY COUNTY	ALICE COACHMA	4	MA	RYNDERS	24	48	2	1.7693035	0	5	0	1	1.5	3.5	5	5	1.874440105	2.4446497	3.371476	0.251617
DOUGHERTY COUNTY	ALICE COACHMA	5	RD	CAMBRON	20	83	4.15	2.6412716	0	9	1	2.5	4	5.5	8.5	9	1.136148015	1.8284998	2.362743	F
DOUGHERTY COUNTY	ALICE COACHMA	5	LA	CAMBRON	20	48	2.4	2.0104988	0	6	0	0.5	2	3.5	5.5	6	1.434674213	2.0406349	2.803574	2.115551
DOUGHERTY COUNTY	ALICE COACHMA	5	MA	CAMBRON	20	70	3.5	3.4564966	0	17	1	2	3	3.5	5.5	12	1.824890617	2.5360989	3.526158	2.953874
DOUGHERTY COUNTY	ALICE COACHMA	5	RD	HARVEY	20	28	1.4	1.3533584	0	5	0	0.5	1	2	3.5	4.5	1.136148015	1.8284998	2.362743	0.645328
DOUGHERTY COUNTY	ALICE COACHMA	5	LA	HARVEY	20	27	1.35	1.562476	0	5	0	0	0	1	2	4	1.434674213	2.0406349	2.803574	-0.185567
DOUGHERTY COUNTY	ALICE COACHMA	5	MA	HARVEY	20	27	1.35	1.9540781	0	8	0	0	0	1	2	3.5	1.824890617	2.5360989	3.526158	-0.837418
DOUGHERTY COUNTY	ALICE COACHMA	5	RD	MITCHELL	20	20	1	1.123903	0	4	0	0	0	1	1	2.5	1.136148015	1.8284998	2.362743	-0.33299
DOUGHERTY COUNTY	ALICE COACHMA	5	LA	MITCHELL	20	36	1.8	3.778053	0	17	0	0	0	1	2	3.5	1.434674213	2.0406349	2.803574	0.800627
DOUGHERTY COUNTY	ALICE COACHMA	5	MA	MITCHELL	20	11	0.55	0.8255779	0	3	0	0	0	0	1	1.5	1.824890617	2.5360989	3.526158	-2.248132
DOUGHERTY COUNTY	INTERNATIONAL	1	RD	CORDOBA D	17	27	1.588235294	1.9058733	0	7	0	0	0	1	2	5	1.080588194	1.4903398	2.16497	1.404433
DOUGHERTY COUNTY	INTERNATIONAL	1	LA	CORDOBA D	17	25	1.470588235	1.2307339	0	4	0	0	1	1	2	4	1.603036826	1.9473378	3.019933	-0.280434
DOUGHERTY COUNTY	INTERNATIONAL	1	MA	CORDOBA D	17	41	2.411764706	2.3199899	0	8	0	0	1	2	3	7	1.74803401	2.0489466	3.238862	1.335629
DOUGHERTY COUNTY	INTERNATIONAL	1	RD	DELL C	19	14	0.736842105	0.934586	0	3	0	0	0	0	1	2	1.080588194	1.4903398	2.10631	-1.005378
DOUGHERTY COUNTY	INTERNATIONAL	1	LA	DELL C	19	13	0.684210526	0.6710383	0	2	0	0	0	1	1	2	1.603036826	1.9473378	2.943287	-2.05669
DOUGHERTY COUNTY	INTERNATIONAL	1	MA	DELL C	19	41	2.157894737	2.0347852	0	9	0	0	1	2	3	4	1.74803401	2.0489466	3.158216	0.871932
DOUGHERTY COUNTY	INTERNATIONAL	1	RD	GITHENS J	19	13	0.684210526	1.15723	0	4	0	0	0	1	3	4	1.080588194	1.4903398	2.10631	-1.159313
DOUGHERTY COUNTY	INTERNATIONAL	1	LA	GITHENS J	19	32	1.684210526	2.0014615	0	6	0	0	0	1	3	5	1.603036826	1.9473378	2.943287	0.181698
DOUGHERTY COUNTY	INTERNATIONAL	1	MA	GITHENS J	19	36	1.894736842	1.5949482	0	6	0	0	1	2	3	5	1.74803401	2.0489466	3.158216	0.312093
DOUGHERTY COUNTY	INTERNATIONAL	1	RD	WALKER K	19	16	0.842105263	0.6882472	0	2	0	0	0	1	1	2	1.080588194	1.4903398	2.10631	-0.697507
DOUGHERTY COUNTY	INTERNATIONAL	1	LA	WALKER K	19	33	1.736842105	2.2813764	0	8	0	0	0	1	3	7	1.603036826	1.9473378	2.943287	0.299508
DOUGHERTY COUNTY	INTERNATIONAL	1	MA	WALKER K	19	29	1.526315789	1.5043796	0	5	0	0	0	2	4	4	1.74803401	2.0489466	3.158216	-0.47168
DOUGHERTY COUNTY	INTERNATIONAL	1	RD	WASHINGTON L	20	13	0.65	1.0894228	0	4	0	0	0	0	1	2	1.080588194	1.4903398	2.080339	-1.292087
DOUGHERTY COUNTY	INTERNATIONAL	1	LA	WASHINGTON L	20	37	1.85	1.3869694	0	4	0	0.5	2	3	3.5	4	1.603036826	1.9473378	2.909351	0.56716
DOUGHERTY COUNTY	INTERNATIONAL	1	MA	WASHINGTON L	20	38	1.9	1.1192102	0	4	1	1	2	3	3.5	4	1.74803401	2.0489466	3.122509	0.331689
DOUGHERTY COUNTY	INTERNATIONAL	2	RD	DAVIS A	19	9	0.473684211	0.9048279	0	3	0	0	0	0	1	2	0.914374058	1.381785	1.865384	-1.390175
DOUGHERTY COUNTY	INTERNATIONAL	2	LA	DAVIS A	19	16	0.842105263	1.1186876	0	4	0	0	0	0	2	4	1.319203885	1.7325901	2.511654	-1.200298
DOUGHERTY COUNTY	INTERNATIONAL	2	MA	DAVIS A	19	22	1.157894737	1.0678721	0	3	0	0	0	1	2	3	1.728771036	2.047211	3.137758	-1.215504
DOUGHERTY COUNTY	INTERNATIONAL	2	RD	GILMER R	15	13	0.866666667	0.9904304	0	3	0	0	0	1	2	2	0.914374058	1.381785	1.9847	-0.133718
DOUGHERTY COUNTY	INTERNATIONAL	2	LA	GILMER R	15	12	0.8	1.146423	0	4	0	0	0	0	1	2	1.319203885	1.7325901	2.661262	-1.160614
DOUGHERTY COUNTY	INTERNATIONAL	2	MA	GILMER R	15	33	2.2	1.7402791	0	6	1	1	1	3	5	6	1.728771036	2.047211	3.314534	0.891487
DOUGHERTY COUNTY	INTERNATIONAL	2	RD	JACKSON L	18	13	0.722222222	0.95828	0	3	0	0	0	0	1	2	0.914374058	1.381785	1.891444	-0.589984
DOUGHERTY COUNTY	INTERNATIONAL	2	LA	JACKSON L	18	20	1.111111111	1.9369135	0	7	0	0	0	0	1	5	1.319203885	1.7325901	2.54433	-0.509562
DOUGHERTY COUNTY	INTERNATIONAL	2	MA	JACKSON L	18	29	1.611111111	1.6851912	0	6	0	0	0	1	2	4	1.728771036	2.047211	3.176368	-0.243838
DOUGHERTY COUNTY	INTERNATIONAL	2	RD	MCCOMAS J	17	13	0.764705882	0.9034249	0	3	0	0	0	0	1	2	0.914374058	1.381785	1.91977	-0.446595
DOUGHERTY COUNTY	INTERNATIONAL	2	LA	MCCOMAS J	17	14	0.823529412	0.892843	0	3	0	0	0	1	1	2	1.319203885	1.7325901	2.579848	-1.179574
DOUGHERTY COUNTY	INTERNATIONAL	2	MA	MCCOMAS J	17	20	1.176470588	1.1311109	0	4	0	0	0	1	2	3	1.728771036	2.047211	3.218336	-1.112339
DOUGHERTY COUNTY	INTERNATIONAL	2	RD	TUCKER B	16	11	0.6875	0.7041543	0	2	0	0	0	1	1	2	0.914374058	1.381785	1.950713	-0.656756
DOUGHERTY COUNTY	INTERNATIONAL	2	LA	TUCKER B	16	15	0.9375	1.0626225	0	4	0	0	0	1	1	2	1.319203885	1.7325901	2.618646	-0.881233
DOUGHERTY COUNTY	INTERNATIONAL	2	MA	TUCKER B	16	17	1.0625	1.4818344	0	5	0	0	0	1	1	4	1.728771036	2.047211	3.264179	-1.301812
DOUGHERTY COUNTY	INTERNATIONAL	3	RD	ANTCAK D	18	28	1.555555556	1.8221585	0	7	0	0	0	1	2	4	1.172489269	1.8664211	2.492248	0.870764
DOUGHERTY COUNTY	INTERNATIONAL	3	LA	ANTCAK D	18	31	1.722222222	2.2959185	0	8	0	0	0	1	3	6	1.507762082	2.05317	2.959573	0.443157
DOUGHERTY COUNTY	INTERNATIONAL	3	MA	ANTCAK D	18	31	1.722222222	2.5392346	0	11	0	0	0	1	2	3	1.1873920927	3.594355	2.943069	-0.264524
DOUGHERTY COUNTY	INTERNATIONAL	3	RD	CRITTENDEN L	19	13	0.684210526	1.081833	0	3	0	0	0	0	2	3	1.172489269	1.8664211	2.457048	-1.140342
DOUGHERTY COUNTY	INTERNATIONAL	3	LA	CRITTENDEN L	19	30	1.578947368	1.6771599	0	6	0	0	0	1	3	4	1.507762082	2.05317	2.920851	0.151127
DOUGHERTY COUNTY	INTERNATIONAL	3	MA	CRITTENDEN L	19	40	2.105263158	2.5362864	0	8	0	0	0	2	2	7	1.873920927	2.4330609	3.548468	0.414456
DOUGHERTY COUNTY	INTERNATIONAL	3	RD	HERNANDEZ S	17	15	0.882352941	1.5764816	0	4	0	0	0	0	1	4	1.172489269	1.8664211	2.53051	-0.640939
DOUGHERTY COUNTY	INTERNATIONAL	3	LA	HERNANDEZ S	17	18	1.058823529	1.0880365	0	4	0	0	0	1	2	4	1.507762082	2.05317	3.001663	-0.901543

DOUGHERTY COUNTY	LINCOLN ELEMIE	2	MA	BELL	21	61	2.904761905	2.6058542	0	12	1	1	2	4	5	5	1.728771036	2.047211	3.068985	2.632393
DOUGHERTY COUNTY	LINCOLN ELEMIE	2	RD	COOPER	19	18	0.947368421	1.0787691	0	4	0	0	1	2	2	4	0.914374058	1.381785	1.865384	0.104082
DOUGHERTY COUNTY	LINCOLN ELEMIE	2	LA	COOPER	19	27	1.421052632	1.7099639	0	6	0	0	1	2	5	6	1.319203885	1.7325901	2.511654	0.256234
DOUGHERTY COUNTY	LINCOLN ELEMIE	2	MA	COOPER	19	26	1.368421053	1.3000225	0	4	0	0	1	3	3	4	1.728771036	2.047211	3.137758	-0.767253
DOUGHERTY COUNTY	LINCOLN ELEMIE	2	RD	HUGGINS	22	5	0.227272727	0.428932	0	1	0	0	0	0	1	1	0.914374058	1.381785	1.798167	-2.332339
DOUGHERTY COUNTY	LINCOLN ELEMIE	2	LA	HUGGINS	22	9	0.409090909	0.7341397	0	2	0	0	0	1	2	2	1.319203885	1.7325901	2.427372	-2.463831
DOUGHERTY COUNTY	LINCOLN ELEMIE	2	MA	HUGGINS	22	19	0.863636364	0.9902118	0	3	0	0	1	1	2	3	1.728771036	2.047211	3.038172	-1.982131
DOUGHERTY COUNTY	LINCOLN ELEMIE	2	RD	RICHARDS	23	48	2.086956522	2.2746237	0	9	0	1	2	2	4	8	0.914374058	1.381785	1.77874	4.069742
DOUGHERTY COUNTY	LINCOLN ELEMIE	2	LA	RICHARDS	23	73	3.173913043	2.3674339	0	9	1	2	2	4	6	9	1.319203885	1.7325901	2.403014	5.133859
DOUGHERTY COUNTY	LINCOLN ELEMIE	2	MA	RICHARDS	23	72	3.130434783	2.7353635	0	10	0	1	2	5	7	8	1.728771036	2.047211	3.00939	3.283562
DOUGHERTY COUNTY	LINCOLN ELEMIE	2	RD	SHORTER	20	41	2.05	1.3168943	1	5	1	1	1.5	3	4	4.5	0.914374058	1.381785	1.841304	3.675444
DOUGHERTY COUNTY	LINCOLN ELEMIE	2	LA	SHORTER	20	85	4.25	2.0994987	0	9	1	3	5	5.5	6	7.5	1.319203885	1.7325901	2.481461	7.564928
DOUGHERTY COUNTY	LINCOLN ELEMIE	2	MA	SHORTER	20	57	2.85	1.9540781	0	7	0	1.5	3	4.5	5	6	1.728771036	2.047211	3.102082	2.449327
DOUGHERTY COUNTY	LINCOLN ELEMIE	2	RD	SMALL	22	38	1.727272727	1.6954229	0	5	0	0	1.5	3	4	5	0.914374058	1.381785	1.798167	2.759353
DOUGHERTY COUNTY	LINCOLN ELEMIE	2	LA	SMALL	22	96	4.363636364	3.8735422	0	12	0	1	3	7	10	11	1.319203885	1.7325901	2.427372	8.241796
DOUGHERTY COUNTY	LINCOLN ELEMIE	2	MA	SMALL	22	90	4.090909091	4.2416202	0	17	0	1	3.5	5	8	12	1.728771036	2.047211	3.038172	5.411953
DOUGHERTY COUNTY	LINCOLN ELEMIE	3	RD	HURST	20	19	0.95	1.145931	0	4	0	0	1	1.5	2.5	3.5	1.172489269	1.8664211	2.424523	-0.531017
DOUGHERTY COUNTY	LINCOLN ELEMIE	3	LA	HURST	20	29	1.45	2.2820812	0	10	0	0	1	1.5	3.5	7	1.507762082	2.05317	2.88507	-0.125815
DOUGHERTY COUNTY	LINCOLN ELEMIE	3	MA	HURST	20	34	1.7	1.8093325	0	7	0	0	1	2.5	4	5.5	1.873920927	2.4330609	3.506068	-0.319679
DOUGHERTY COUNTY	LINCOLN ELEMIE	3	RD	JOHNSON	21	12	0.571428571	0.8701396	0	3	0	0	0	1	2	2	1.172489269	1.8664211	2.394349	-1.475769
DOUGHERTY COUNTY	LINCOLN ELEMIE	3	LA	JOHNSON	21	26	1.238095238	1.4458479	0	4	0	0	1	2	4	4	1.507762082	2.05317	2.851877	-0.601883
DOUGHERTY COUNTY	LINCOLN ELEMIE	3	MA	JOHNSON	21	38	1.80952381	3.42956633	0	13	0	0	1	1	4	10	1.873920927	2.4330609	3.466733	-0.121289
DOUGHERTY COUNTY	LINCOLN ELEMIE	3	RD	LEWIS POLITE	21	23	1.095238095	1.2208506	0	4	0	0	1	2	3	3	1.172489269	1.8664211	2.394349	-0.189673
DOUGHERTY COUNTY	LINCOLN ELEMIE	3	LA	LEWIS POLITE	21	17	0.80952381	1.0779169	0	4	0	0	0	1	2	2	1.507762082	2.05317	2.851877	-1.558434
DOUGHERTY COUNTY	LINCOLN ELEMIE	3	MA	LEWIS POLITE	21	46	2.19047619	2.1591445	0	7	0	1	2	4	6	6	1.873920927	2.4330609	3.466733	0.59622
DOUGHERTY COUNTY	LINCOLN ELEMIE	3	RD	ROQUEMORE	20	33	1.65	2.8520537	0	11	0	0	0	2	5.5	8.5	1.172489269	1.8664211	2.424523	1.144165
DOUGHERTY COUNTY	LINCOLN ELEMIE	3	LA	ROQUEMORE	20	24	1.2	1.0052494	0	4	0	1	1.5	2.5	3.5	3.5	1.507762082	2.05317	2.88507	-0.670356
DOUGHERTY COUNTY	LINCOLN ELEMIE	3	MA	ROQUEMORE	20	29	1.45	1.356272	0	4	0	0	1	3	3	3.5	1.873920927	2.4330609	3.506068	-0.779196
DOUGHERTY COUNTY	LINCOLN ELEMIE	3	RD	RUSSELL	23	17	0.739130435	0.9637706	0	3	0	0	0	1	2	3	1.172489269	1.8664211	2.340016	-1.11353
DOUGHERTY COUNTY	LINCOLN ELEMIE	3	LA	RUSSELL	23	28	1.217391304	1.1680548	0	4	0	0	1	2	2	4	1.507762082	2.05317	2.792109	-0.678253
DOUGHERTY COUNTY	LINCOLN ELEMIE	3	MA	RUSSELL	23	59	2.565217391	1.7009646	0	7	1	2	2	3	5	6	1.873920927	2.4330609	3.959506	1.362622
DOUGHERTY COUNTY	LINCOLN ELEMIE	3	RD	SIBLEY	20	23	1.15	3.0826339	0	14	0	0	0	1	1.5	8	1.172489269	1.8664211	2.424523	-0.053887
DOUGHERTY COUNTY	LINCOLN ELEMIE	3	LA	SIBLEY	20	13	0.65	0.933302	0	3	0	0	0	1	2	2.5	1.507762082	2.05317	2.88507	-1.868344
DOUGHERTY COUNTY	LINCOLN ELEMIE	3	MA	SIBLEY	20	30	1.5	1.4689774	0	5	0	0	1	3	3	4	1.873920927	2.4330609	3.506068	-0.687293
DOUGHERTY COUNTY	LINCOLN ELEMIE	4	RD	HART	21	5	0.238095238	0.4364358	0	1	0	0	0	0	1	1	0.994595544	1.6385729	2.067293	-2.115695
DOUGHERTY COUNTY	LINCOLN ELEMIE	4	LA	HART	21	65	3.095238095	5.4120676	0	23	0	1	1	2	6	13	1.405105438	2.0332046	2.73615	3.809337
DOUGHERTY COUNTY	LINCOLN ELEMIE	4	MA	HART	21	17	0.80952381	0.8728716	0	3	0	0	1	1	2	2	1.874440105	2.4446497	3.474839	-1.99622
DOUGHERTY COUNTY	LINCOLN ELEMIE	4	RD	HURLEY	22	15	0.681818182	0.7798879	0	3	0	0	1	1	1	2	0.994595544	1.6385729	2.04263	-0.895325
DOUGHERTY COUNTY	LINCOLN ELEMIE	4	LA	HURLEY	22	18	0.818181818	1.2203186	0	4	0	0	0	1	3	3	1.405105438	2.0332046	2.705647	-1.353979
DOUGHERTY COUNTY	LINCOLN ELEMIE	4	MA	HURLEY	22	33	1.5	1.7928429	0	7	0	0	1	2	4	4	1.874440105	2.4446497	3.438043	-0.718418
DOUGHERTY COUNTY	LINCOLN ELEMIE	4	RD	JONES	21	20	0.952380952	0.8646497	0	3	0	0	1	1	2	2	0.994595544	1.6385729	2.067293	-0.118061
DOUGHERTY COUNTY	LINCOLN ELEMIE	4	LA	JONES	21	21	1	0.8944272	0	3	0	0	1	2	2	2	1.405105438	2.0332046	2.73615	-0.913054
DOUGHERTY COUNTY	LINCOLN ELEMIE	4	MA	JONES	21	118	5.619047619	2.6167956	2	11	3	4	5	7	10	10	1.874440105	2.4446497	3.474839	7.019389
DOUGHERTY COUNTY	LINCOLN ELEMIE	4	RD	OWENS	20	26	1.3	1.4903196	0	5	0	0	1	2	3.5	4.5	0.994595544	1.6385729	2.093784	0.833536
DOUGHERTY COUNTY	LINCOLN ELEMIE	4	LA	OWENS	20	18	0.9	1.410487	0	6	0	0	0.5	1	2	4	1.405105438	2.0332046	2.769021	-1.111005
DOUGHERTY COUNTY	LINCOLN ELEMIE	4	MA	OWENS	20	55	2.75	2.5520889	0	8	0	1	2	5	6.5	8	1.874440105	2.4446497	3.514361	1.601711
DOUGHERTY COUNTY	LINCOLN ELEMIE	4	RD	PICKETT	22	13	0.590909091	0.854071	0	2	0	0	0	1	2	2	0.994595544	1.6385729	2.04263	-1.155553
DOUGHERTY COUNTY	LINCOLN ELEMIE	4	LA	PICKETT	22	27	1.227272727	1.6310037	0	6	0	0	0.5	2	3	4	1.405105438	2.0332046	2.705647	-0.410244
DOUGHERTY COUNTY	LINCOLN ELEMIE	4	MA	PICKETT	22	50	2.272727273	1.6382865	0	7	1	1	2	3	4	5	1.874440105	2.4446497	3.438043	0.764172
DOUGHERTY COUNTY	LINCOLN ELEMIE	5	RD	BARNES	25	34	1.36	1.6041613	0	6	0	0	1	2	4	5	1.136148015	1.8284998	2.233748	0.612119
DOUGHERTY COUNTY	LINCOLN ELEMIE	5	LA	BARNES	25	36	1.44	1.5022206	0	6	0	0	1	2	4	4	1.434674213	2.0406349	2.659055	0.013049
DOUGHERTY COUNTY	LINCOLN ELEMIE	5	MA	BARNES	25	67	2.68	2.3402279	0	9	1	1	2	4	6	8	1.824890617	2.5360989	3.34655	1.685875
DOUGHERTY COUNTY	LINCOLN ELEMIE	5	RD	BERGOZZA	23	29	1.260869565	1.2869058	0	5	0	0	1	2	3	3	1.136148015	1.8284998	2.279954	0.327123
DOUGHERTY COUNTY	LINCOLN ELEMIE	5	LA	BERGOZZA	23	34	1.47826087	1.5036188	0	6	0	0	1	2	3	4	1.434674213	2.0406349	2.71118	0.102436
DOUGHERTY COUNTY	LINCOLN ELEMIE	5	MA	BERGOZZA	23	46	2	1.9540168	0	6	0	0	2	4	5	5	1.824890617	2.5360989	3.41133	0.331137
DOUGHERTY COUNTY	LINCOLN ELEMIE	5	RD	FORD	24	27	1.125	1.454005	0	5	0	0	1	1	4	4	1.136148015	1.8284998	2.255871	-0.029868
DOUGHERTY COUNTY	LINCOLN ELEMIE																			

DOUGHERTY COUNTY	MORNINGSIDE E	3	RD	RUCKER		19	20	1.052631579	1.0259784	0	3	0	0	1	2	3	3	1.172489269	1.8664211	2.457048		-0.279919
DOUGHERTY COUNTY	MORNINGSIDE E	3	LA	RUCKER		19	27	1.421052632	1.4649911	0	5	0	0	1	2	4	5	1.507762082	2.05317	2.920851		-0.184085
DOUGHERTY COUNTY	MORNINGSIDE E	3	MA	RUCKER		19	36	1.894736842	1.6631542	0	7	0	0	1	2	3	3	1.873920927	2.4330609	3.548468		0.037292
DOUGHERTY COUNTY	MORNINGSIDE E	3	RD	WILLIAMS		21	24	1.142857143	1.3147515	0	5	0	0	1	1	2	4	1.172489269	1.8664211	2.394349		-0.072755
DOUGHERTY COUNTY	MORNINGSIDE E	3	LA	WILLIAMS		21	17	0.80952381	1.3273676	0	5	0	0	0	1	2	3	1.507762082	2.05317	2.851877		-1.558434
DOUGHERTY COUNTY	MORNINGSIDE E	3	MA	WILLIAMS		21	27	1.285714286	1.3093073	0	5	0	0	1	2	2	4	1.873920927	2.4330609	3.466733		-1.107864
DOUGHERTY COUNTY	MORNINGSIDE E	4	RD	ADAMS		27	34	1.259259259	1.3754046	0	6	0	0	1	2	3	3	0.994595544	1.6385729	1.940626		0.839287
DOUGHERTY COUNTY	MORNINGSIDE E	4	LA	ADAMS		27	36	1.333333333	1.208941	0	4	0	0	1	2	3	3	1.405105438	2.0320406	2.578977		-0.183424
DOUGHERTY COUNTY	MORNINGSIDE E	4	MA	ADAMS		27	76	2.814814815	2.8016072	0	13	0	1	2	4	6	6	1.874440105	2.446497	3.285859		1.998785
DOUGHERTY COUNTY	MORNINGSIDE E	4	RD	DAVIS		1	0	0	0	0	0	0	0	0	0	0	0	0.994595544	1.6385729	5.910314		-0.606989
DOUGHERTY COUNTY	MORNINGSIDE E	4	LA	DAVIS		1	0	0	0	0	0	0	0	0	0	0	0	1.405105438	2.0320406	7.504719		-0.691079
DOUGHERTY COUNTY	MORNINGSIDE E	4	MA	DAVIS		1	0	0	0	0	0	0	0	0	0	0	0	1.874440105	2.446497	9.208389		-0.766752
DOUGHERTY COUNTY	MORNINGSIDE E	4	RD	HAIRE		27	20	0.740740741	0.8129998	0	2	0	0	1	1	2	2	0.994595544	1.6385729	1.940626		-0.80501
DOUGHERTY COUNTY	MORNINGSIDE E	4	LA	HAIRE		27	31	1.148148148	1.8954136	0	7	0	0	1	4	4	6	1.405105438	2.0320406	2.578977		-0.656692
DOUGHERTY COUNTY	MORNINGSIDE E	4	MA	HAIRE		27	41	1.518518519	1.6259996	0	7	0	0	1	2	4	4	1.874440105	2.446497	3.285859		-0.756519
DOUGHERTY COUNTY	MORNINGSIDE E	4	RD	STOKES		26	64	2.461538462	2.1209577	0	8	0	1	2	4	5	6	0.994595544	1.6385729	1.958647	F	4.56493
DOUGHERTY COUNTY	MORNINGSIDE E	4	LA	STOKES		26	61	2.346153846	2.2206993	0	8	0	1	2	4	6	6	1.405105438	2.0320406	2.601338		2.36003
DOUGHERTY COUNTY	MORNINGSIDE E	4	MA	STOKES		26	48	1.846153846	1.6659486	0	6	0	0	2	3	4	5	1.874440105	2.446497	3.312746		-0.058999
DOUGHERTY COUNTY	MORNINGSIDE E	5	RD	BUTLER		25	19	0.76	1.0908712	0	3	0	0	0	1	3	3	1.136148015	1.8284998	2.233248		-1.02857
DOUGHERTY COUNTY	MORNINGSIDE E	5	LA	BUTLER		25	37	1.48	1.530795	0	5	0	0	1	3	4	4	1.434674213	2.0406349	2.659055		0.111058
DOUGHERTY COUNTY	MORNINGSIDE E	5	MA	BUTLER		25	51	2.04	2.1694853	0	8	0	1	1	2	5	7	1.824890617	2.5360989	3.346655		0.424095
DOUGHERTY COUNTY	MORNINGSIDE E	5	RD	MC GHEE		24	17	0.708333333	2.0866727	0	3	0	0	0.5	1	2	2	1.136148015	1.8284998	2.255871		-1.146216
DOUGHERTY COUNTY	MORNINGSIDE E	5	LA	MC GHEE		24	34	1.416666667	2.5180508	0	12	0	0	1	1.5	3	4	1.434674213	2.0406349	2.684303		-0.043231
DOUGHERTY COUNTY	MORNINGSIDE E	5	MA	MC GHEE		24	34	1.416666667	2.7173623	0	13	0	0	1	1.5	3	4	1.824890617	2.5360989	3.377928		-0.786566
DOUGHERTY COUNTY	MORNINGSIDE E	5	RD	WILLIAMS		25	24	0.96	0.8406347	0	3	0	0	1	1	2	2	1.136148015	1.8284998	2.233248		-0.481674
DOUGHERTY COUNTY	MORNINGSIDE E	5	LA	WILLIAMS		25	33	1.32	1.4640128	0	5	0	0	1	1	4	5	1.434674213	2.0406349	2.659055		-0.280977
DOUGHERTY COUNTY	MORNINGSIDE E	5	MA	WILLIAMS		25	47	1.88	2.3330952	0	11	0	1	1	3	4	4	1.824890617	2.5360989	3.346655		0.10865
DOUGHERTY COUNTY	NEW JACKSON H	1	RD	ASHLEYA		21	102	4.857142857	3.0378564	0	10	1	3	4	7	9	9	1.080588194	1.4903398	2.056245	F	11.61235
DOUGHERTY COUNTY	NEW JACKSON H	1	LA	ASHLEYA		21	126	6	3.1304952	0	12	2	5	6	8	10	10	1.603036826	1.9473378	2.877869	F	10.34716
DOUGHERTY COUNTY	NEW JACKSON H	1	MA	ASHLEYA		21	119	5.666666667	2.7808871	1	14	4	4	5	6	8	11	1.74803401	2.0489466	3.089384	F	8.764228
DOUGHERTY COUNTY	NEW JACKSON H	1	RD	COAXUMA		21	37	1.761904762	1.6704718	0	6	0	1	1	2	5	5	1.080588194	1.4903398	2.056245		2.094946
DOUGHERTY COUNTY	NEW JACKSON H	1	LA	COAXUMA		21	75	3.571428571	1.963961	1	7	2	2	3	4	7	7	1.603036826	1.9473378	2.877869	F	4.632121
DOUGHERTY COUNTY	NEW JACKSON H	1	MA	COAXUMA		21	74	3.523809524	2.5023798	0	8	0	2	3	5	7	8	1.74803401	2.0489466	3.089384	F	3.971614
DOUGHERTY COUNTY	NEW JACKSON H	1	RD	COLLINS		19	66	3.473684211	3.1157025	0	12	0	1	3	5	9	12	1.080588194	1.4903398	2.10631	F	6.999252
DOUGHERTY COUNTY	NEW JACKSON H	1	LA	COLLINS		19	79	4.157894737	2.9863236	0	9	0	2	3	7	8	9	1.603036826	1.9473378	2.943287	F	5.718765
DOUGHERTY COUNTY	NEW JACKSON H	1	MA	COLLINS		19	76	4	2.6457513	0	9	0	2	4	6	7	9	1.74803401	2.0489466	3.158216	F	4.790799
DOUGHERTY COUNTY	NEW JACKSON H	1	RD	MASTERS		19	107	5.631578947	3.4674763	1	12	1	3	5	8	11	12	1.080588194	1.4903398	2.10631	F	13.31059
DOUGHERTY COUNTY	NEW JACKSON H	1	LA	MASTERS		19	91	4.789473684	2.6368952	0	9	1	3	5	7	8	9	1.603036826	1.9473378	2.943287	F	7.132484
DOUGHERTY COUNTY	NEW JACKSON H	1	MA	MASTERS		19	117	6.157894737	3.3210299	0	13	2	4	5	8	13	13	1.74803401	2.0489466	3.158216	F	9.381473
DOUGHERTY COUNTY	NEW JACKSON H	2	RD	GREEN L		18	19	1.055555556	1.3048427	0	5	0	0	1	2	2	5	0.914374058	1.381785	1.891444		0.433485
DOUGHERTY COUNTY	NEW JACKSON H	2	LA	GREEN L		18	14	0.777777778	1.1659662	0	4	0	0	0	1	3	4	1.319203885	1.7325901	2.54433		-1.325805
DOUGHERTY COUNTY	NEW JACKSON H	2	MA	GREEN L		18	42	2.333333333	1.940285	0	6	0	1	2	4	6	6	1.728771036	2.047211	3.176368		1.252895
DOUGHERTY COUNTY	NEW JACKSON H	2	RD	GREEN M		15	82	5.466666667	3.5630378	0	11	1	3	4	9	10	11	0.914374058	1.381785	1.9847	F	12.75955
DOUGHERTY COUNTY	NEW JACKSON H	2	LA	GREEN M		15	58	3.866666667	3.204164	0	11	0	1	3	6	8	11	1.319203885	1.7325901	2.661262	F	5.694527
DOUGHERTY COUNTY	NEW JACKSON H	2	MA	GREEN M		15	112	7.466666667	4.7489347	1	16	2	3	9	11	13	16	1.728771036	2.047211	3.314534	F	10.85515
DOUGHERTY COUNTY	NEW JACKSON H	2	RD	HAYES		17	24	1.411764706	1.4602578	0	5	0	0	1	2	4	5	0.914374058	1.381785	1.91977		1.484163
DOUGHERTY COUNTY	NEW JACKSON H	2	LA	HAYES		17	24	1.411764706	1.227743	0	4	0	1	1	2	4	4	1.319203885	1.7325901	2.579848		0.22027
DOUGHERTY COUNTY	NEW JACKSON H	2	MA	HAYES		17	38	2.235294118	1.8884323	0	6	0	1	2	4	5	6	1.728771036	2.047211	3.218336		1.020143
DOUGHERTY COUNTY	NEW JACKSON H	2	RD	MORROW		14	38	2.714285714	2.3673605	0	7	0	1	2	3	7	7	0.914374058	1.381785	2.022267	F	4.873879
DOUGHERTY COUNTY	NEW JACKSON H	2	LA	MORROW		15	103	6.866666667	5.6929363	0	18	2	2	6	11	18	18	1.319203885	1.7325901	2.661262	F	12.40064
DOUGHERTY COUNTY	NEW JACKSON H	2	MA	MORROW		15	95	6.333333333	4.0999419	2	17	2	4	5	7	13	17	1.728771036	2.047211	3.314534	F	8.711068
DOUGHERTY COUNTY	NEW JACKSON H	2	RD	TAYLOR		15	58	3.866666667	2.5317037	0	7	0	1	4	6	7	7	0.914374058	1.381785	1.9847	F	8.274935
DOUGHERTY COUNTY	NEW JACKSON H	2	LA	TAYLOR		15	68	4.533333333	3.3777987	0	12	1	2	4	8	9	12	1.319203885	1.7325901	2.661262	F	7.184775
DOUGHERTY COUNTY	NEW JACKSON H	2	MA	TAYLOR		15	126	8.4	5.7792733	2	24	3	5	6	12	16	24	1.728771036	2.047211	3.314534	F	12.62086
DOUGHERTY COUNTY	NEW JACKSON H	3	RD	BROOKS		18	106	5.888888889	4.2410999	0	14	1	2	6	7	13	14	1.172489269	1.8664211	2.492248	F	10.72105
DOUGHERTY COUNTY	NEW JACKSON H	3	LA	BROOKS		18	36	2	1.8470963	0	7	0	1	1	2	5	7	1.507762082	2.05317	2.959573		1.017153
DOUGHERTY COUNTY	NEW JACKSON H	3	MA	BROOKS		18	56	3.111111111	4.651235	0	20	0	1	1.5	3	7	20	1.873920927	2.4330609	3.594355		2.157346

DOUGHERTY COUNTY	NEW JACKSON H	3	RD	HALL		20	156	7.8	3.2863353	1	13	4	5	8	10.5	12	13	1.172489269	1.8664211	2.424523	F	15.88019
DOUGHERTY COUNTY	NEW JACKSON H	3	LA	HALL		20	42	2.1	3.3701476	0	12	0	0	1	2	8	11	1.507762082	2.05317	2.88507		1.28999
DOUGHERTY COUNTY	NEW JACKSON H	3	MA	HALL		20	29	1.45	1.5954575	0	8	0	0	1	2	3.5	6	1.873920927	2.4330609	3.50608		-0.779196
DOUGHERTY COUNTY	NEW JACKSON H	3	RD	JAMES		18	54		3.2678835	0	9	0	0	3.5	5	6	9	1.172489269	1.8664211	2.492248	F	4.154192
DOUGHERTY COUNTY	NEW JACKSON H	3	LA	JAMES		18	38	2.111111111	3.1227606	0	13	0	0	1.5	3	5	13	1.507762082	2.05317	2.959573		1.246752
DOUGHERTY COUNTY	NEW JACKSON H	3	MA	JAMES		18	32	1.777777778	2.3403257	0	8	0	0	1	4	5	8	1.873920927	2.4330609	3.594355		-0.167649
DOUGHERTY COUNTY	NEW JACKSON H	3	RD	KIRK		19	5	0.263157895	0.4524139	0	1	0	0	0	1	1	1	1.172489269	1.8664211	2.457048		-2.123681
DOUGHERTY COUNTY	NEW JACKSON H	3	LA	KIRK		19	30	1.578947368	4.4531111	0	15	0	0	0	2	3	15	1.507762082	2.05317	2.920851		0.151127
DOUGHERTY COUNTY	NEW JACKSON H	3	MA	KIRK		19	27	1.421052632	2.1938244	0	9	0	0	1	2	4	9	1.873920927	2.4330609	3.548468		-0.811327
DOUGHERTY COUNTY	NEW JACKSON H	4	RD	AKIYODE		24	26	1.083333333	1.3160107	0	4	0	0	1	2	3	4	0.994595544	1.6385729	1.998012		0.265307
DOUGHERTY COUNTY	NEW JACKSON H	4	LA	AKIYODE		24	43	1.791666667	1.9105921	0	6	0	0	1	4	4	5	1.405105438	2.0332046	2.650184		0.931414
DOUGHERTY COUNTY	NEW JACKSON H	4	MA	AKIYODE		24	42	17.583333333	3.9887107	0	32	2	11	20	25	28	29	1.874440105	2.446497	3.371476	F	31.47999
DOUGHERTY COUNTY	NEW JACKSON H	4	RD	BOWMAN		26	19	0.730769231	1.002305	0	3	0	0	0	1	2	3	0.994595544	1.6385729	1.958647		-0.820992
DOUGHERTY COUNTY	NEW JACKSON H	4	LA	BOWMAN		26	64	2.461538462	3.4203014	0	18	0	1	2	3	4	4	1.405105438	2.0332046	2.601338		2.6494
DOUGHERTY COUNTY	NEW JACKSON H	4	MA	BOWMAN		26	375	14.42307692	7.557496	0	29	3	10	15	19	24	26	1.874440105	2.446497	3.312746	F	26.17379
DOUGHERTY COUNTY	NEW JACKSON H	4	RD	SUTTON		25	31	1.24	1.6145175	0	5	0	0	1	1	5	5	0.994595544	1.6385729	1.977739		0.748836
DOUGHERTY COUNTY	NEW JACKSON H	4	LA	SUTTON		25	26	1.04	1.645195	0	6	0	0	1	4	4	4	1.405105438	2.0332046	2.625028		-0.897857
DOUGHERTY COUNTY	NEW JACKSON H	4	MA	SUTTON		25	340	13.6	7.7995726	0	29	4	10	12	19	25	27	1.874440105	2.446497	3.34123	F	23.98209
DOUGHERTY COUNTY	NEW JACKSON H	5	RD	LOUD		21	101	4.80952381	4.8746184	0	21	1	2	3	5	10	12	1.136148015	1.8284998	2.333182	F	9.206194
DOUGHERTY COUNTY	NEW JACKSON H	5	LA	LOUD		21	95	4.523809524	3.4149531	0	15	2	2	4	6	8	8	1.434674213	2.0406349	2.770583	F	6.937153
DOUGHERTY COUNTY	NEW JACKSON H	5	MA	LOUD		21	226	10.76190476	4.3232483	1	17	5	9	11	14	16	16	1.824890617	2.5360989	3.485157	F	16.14864
DOUGHERTY COUNTY	NEW JACKSON H	5	RD	SMITH		22	27	2.272727272	1.3427696	0	5	0	0	1	2	3	4	1.136148015	1.8284998	2.30566		0.233751
DOUGHERTY COUNTY	NEW JACKSON H	5	LA	SMITH		22	61	2.772727273	2.9102744	0	9	0	1.5	4	7	8	8	1.434674213	2.0406349	2.739869	F	3.075526
DOUGHERTY COUNTY	NEW JACKSON H	5	MA	SMITH		22	89	4.045454545	2.3999459	0	9	1	2	3.5	6	7	8	1.824890617	2.5360989	3.464985	F	4.106846
DOUGHERTY COUNTY	NEW JACKSON H	5	RD	WILLIAMS		22	49	2.227272727	2.2239351	0	7	0	0	2	4	6	6	1.136148015	1.8284998	2.30566		2.798922
DOUGHERTY COUNTY	NEW JACKSON H	5	LA	WILLIAMS		22	76	3.454545455	2.4635876	0	8	0	2	3.5	6	7	7	1.434674213	2.0406349	2.739869	F	4.64269
DOUGHERTY COUNTY	NEW JACKSON H	5	MA	WILLIAMS		22	257	11.68181818	6.5711227	4	25	5	7	9.5	15	22	25	1.824890617	2.5360989	3.464985	F	18.23
DOUGHERTY COUNTY	NORTHSIDE ELE																					
DOUGHERTY COUNTY	NORTHSIDE ELE	1	RD	ORR		1	0	0	0	0	0	0	0	0	0	0	0	1.080588194	1.4903398	5.551608		-0.725062
DOUGHERTY COUNTY	NORTHSIDE ELE	1	LA	ORR		1	0	0	0	0	0	0	0	0	0	0	0	1.603036826	1.9473378	7.44505		-0.823194
DOUGHERTY COUNTY	NORTHSIDE ELE	1	MA	ORR		1	0	0	0	0	0	0	0	0	0	0	0	1.74803401	2.0489466	7.894874		-0.853138
DOUGHERTY COUNTY	NORTHSIDE ELE	1	RD	PRICKETT		20	91	4.55	2.6252819	1	12	2	3	4	6	7.5	10	1.080588194	1.4903398	2.080339	F	10.417083
DOUGHERTY COUNTY	NORTHSIDE ELE	1	LA	PRICKETT		20	131	6.55	3.8726436	2	15	3	4	5.5	8.5	14	15	1.603036826	1.9473378	2.909351	F	11.36089
DOUGHERTY COUNTY	NORTHSIDE ELE	1	MA	PRICKETT		20	151	7.55	3.9930861	2	19	3	5.5	7	9	13	17	1.74803401	2.0489466	3.122509	F	12.66367
DOUGHERTY COUNTY	NORTHSIDE ELE	1	RD	ROBINSON J		20	77	3.85	3.3759989	0	12	0	1	3.5	6.5	8	11	1.080588194	1.4903398	2.080339	F	8.31031
DOUGHERTY COUNTY	NORTHSIDE ELE	1	LA	ROBINSON J		20	130	6.5	4.8612322	0	18	0	3	5.5	10	12	16	1.603036826	1.9473378	2.909351	F	11.24606
DOUGHERTY COUNTY	NORTHSIDE ELE	1	MA	ROBINSON J		20	109	5.45	4.18613	0	14	0.5	2	5	8	12	14	1.74803401	2.0489466	3.122509	F	8.080101
DOUGHERTY COUNTY	NORTHSIDE ELE	1	RD	ROBINSON R		20	98	4.9	3.3070897	0	12	1.5	2	5	7.5	9.5	11	1.080588194	1.4903398	2.080339	F	11.4611
DOUGHERTY COUNTY	NORTHSIDE ELE	1	LA	ROBINSON R		20	219	10.95	4.6957428	3	21	4	8.5	11	13.5	18	20	1.603036826	1.9473378	2.909351	F	21.46566
DOUGHERTY COUNTY	NORTHSIDE ELE	1	MA	ROBINSON R		20	227	11.35	5.5181519	3	24	3.5	8	11	13.5	19	22	1.74803401	2.0489466	3.122509	F	20.95774
DOUGHERTY COUNTY	NORTHSIDE ELE	1	RD	SEAWELL		19	50	2.631578947	2.1656543	0	8	0	1	3	3	7	8	1.080588194	1.4903398	2.10631	F	4.536289
DOUGHERTY COUNTY	NORTHSIDE ELE	1	LA	SEAWELL		19	184	9.684210526	5.4574377	0	20	3	6	8	14	18	20	1.603036826	1.9473378	2.943287	F	18.08881
DOUGHERTY COUNTY	NORTHSIDE ELE	1	MA	SEAWELL		19	144	7.578947368	5.7957435	0	18	1	2	7	11	18	18	1.74803401	2.0489466	3.158216	F	12.4046
DOUGHERTY COUNTY	NORTHSIDE ELE	2	RD	GOODINE		22	78	3.545454545	3.1732104	0	13	0	1	3.5	5	6	9	0.914374058	1.381785	1.798167	F	8.931101
DOUGHERTY COUNTY	NORTHSIDE ELE	2	LA	GOODINE		22	91	4.136363636	3.6553347	0	12	0	1	3.5	7	8	9	1.319203885	1.7325901	2.427372	F	7.62653
DOUGHERTY COUNTY	NORTHSIDE ELE	2	MA	GOODINE		22	104	4.727272727	3.4939651	0	12	1	2	5	6	11	11	1.728771036	2.047211	3.038172	F	6.869942
DOUGHERTY COUNTY	NORTHSIDE ELE	2	RD	POLLOCK		2	3	1.5	0.7071068	1	2	1	1.5	2	2	2	2	0.914374058	1.381785	3.845583		0.59937
DOUGHERTY COUNTY	NORTHSIDE ELE	2	LA	POLLOCK		2	1	0.5	0.7071068	0	1	0	0	0.5	1	1	1	1.319203885	1.7325901	4.994582		-0.668669
DOUGHERTY COUNTY	NORTHSIDE ELE	2	MA	POLLOCK		2	3	1.5	2.1323203	0	3	0	1.5	3	3	3	3	1.728771036	2.047211	6.071561		-0.158035
DOUGHERTY COUNTY	NORTHSIDE ELE	2	RD	WHATLEY		20	181	9.05	4.6166176	3	20	4.5	6	8.5	10	17	20	0.914374058	1.381785	1.841304	F	26.33089
DOUGHERTY COUNTY	NORTHSIDE ELE	2	LA	WHATLEY		20	237	11.85	6.6274946	3	25	3.5	6.5	11	16	22	24	1.319203885	1.7325901	2.481461	F	27.18194
DOUGHERTY COUNTY	NORTHSIDE ELE	2	MA	WHATLEY		20	177	8.85	3.9506828	3	15	3.5	5	9	12	15	15	1.728771036	2.047211	3.102082	F	15.55634
DOUGHERTY COUNTY	NORTHSIDE ELE	2	RD	WILLIAMS		19	63	3.315789474	2.6045394	0	10	1	2	2	4	8	10	0.914374058	1.381785	1.865384	F	7.575366
DOUGHERTY COUNTY	NORTHSIDE ELE	2	LA	WILLIAMS		19	53	2.789473684	2.5293598	0	9	0	1	2	4	7	9	1.319203885	1.7325901	2.511654	F	3.698946
DOUGHERTY COUNTY	NORTHSIDE ELE	2	MA	WILLIAMS		19	76		4.26666667	0	9	0	2	3	6	8	9	1.728771036	2.047211	3.173758	F	4.835876
DOUGHERTY COUNTY	NORTHSIDE ELE	3	RD	EDWARDS		21	108	5.142857143	2.9544156	0	13	2	4	5	6	9	10	1.172489269	1.8664211	2.394349	F	9.748342
DOUGHERTY COUNTY	NORTHSIDE ELE	3	LA	EDWARDS		21	70	3.333333333	3.3665016	0	11	0	1	3	6	8	9	1.507762082	2.05317	2.851877	F	4.074586
DOUGHERTY COUNTY	NORTHSIDE ELE	3	MA	EDWARDS		21	40	1.904761905	2.7911425	0	12	0	0	1	2	4	5	1.873920927	2.4330609	3.466733		0.058088

DOUGHERTY COUNTY	RADIUM SPRING	2	RD	CAMPBELL CHARLE	19	12	0.631578947	0.9551339	0	3	0	0	0	1	2	3	0.914374058	1.381785	1.865384	-0.892089	
DOUGHERTY COUNTY	RADIUM SPRING	2	LA	CAMPBELL CHARLE	19	23	1.210526316	1.2283208	0	4	0	0	1	1	4	4	1.319203885	1.7325901	2.511654	-0.273414	
DOUGHERTY COUNTY	RADIUM SPRING	2	MA	CAMPBELL CHARLE	19	38		2	1.9148542	0	7	0	0	2	3	5	7	1.728771036	2.047211	3.137758	0.577498
DOUGHERTY COUNTY	RADIUM SPRING	2	RD	FRAZIER DEBORAH	17	82	4.823529412	3.1471275	0	12	1	3	5	6	9	12	0.914374058	1.381785	1.91977	F	
DOUGHERTY COUNTY	RADIUM SPRING	2	LA	FRAZIER DEBORAH	17	110	6.470588235	3.6762353	0	13	1	4	7	8	12	13	1.319203885	1.7325901	2.579848	F	
DOUGHERTY COUNTY	RADIUM SPRING	2	MA	FRAZIER DEBORAH	17	113	6.647058824	4.4713138	1	17	2	3	7	9	14	17	1.728771036	2.047211	3.218336	F	
DOUGHERTY COUNTY	RADIUM SPRING	2	RD	HAMON	1	1	1		1	1	1	1	1	1	1	1	0.914374058	1.381785	5.059729		
DOUGHERTY COUNTY	RADIUM SPRING	2	LA	HAMON	1	0	0		0	0	0	0	0	0	0	0	0	1.319203885	1.7325901	6.516974	
DOUGHERTY COUNTY	RADIUM SPRING	2	MA	HAMON	1	0	0		0	0	0	0	0	0	0	0	0	1.728771036	2.047211	7.870404	
DOUGHERTY COUNTY	RADIUM SPRING	2	RD	HESTER	1	0	0		0	0	0	0	0	0	0	0	0	0.914374058	1.381785	5.059729	
DOUGHERTY COUNTY	RADIUM SPRING	2	LA	HESTER	1	0	0		0	0	0	0	0	0	0	0	0	1.319203885	1.7325901	6.516974	
DOUGHERTY COUNTY	RADIUM SPRING	2	MA	HESTER	1	1	1		1	1	1	1	1	1	1	1	1	1.728771036	2.047211	7.870404	-0.355982
DOUGHERTY COUNTY	RADIUM SPRING	2	RD	HOUSTON	19	103	5.421052632	4.1675438	1	17	2	2	4	7	12	17	0.914374058	1.381785	1.865384	F	
DOUGHERTY COUNTY	RADIUM SPRING	2	LA	HOUSTON	19	108	5.684210526	4.8080099	0	15	1	2	4	9	15	15	1.319203885	1.7325901	2.511654	F	
DOUGHERTY COUNTY	RADIUM SPRING	2	MA	HOUSTON	19	106	5.578947368	4.3629219	1	15	1	2	5	7	15	15	1.728771036	2.047211	3.137758	F	
DOUGHERTY COUNTY	RADIUM SPRING	2	RD	KINSAUL	20	17	0.85	1.4608937	0	6	0	0	0	1	2.5	4.5	0.914374058	1.381785	1.841304	-0.208346	
DOUGHERTY COUNTY	RADIUM SPRING	2	LA	KINSAUL	20	19	0.95	1.0500627	0	4	0	0	1	1	2.5	3.5	1.319203885	1.7325901	2.481461	-0.952984	
DOUGHERTY COUNTY	RADIUM SPRING	2	MA	KINSAUL	20	28	1.4	1.5008769	0	5	0	0	1	2.5	3.5	4.5	1.728771036	2.047211	3.102082	-0.718201	
DOUGHERTY COUNTY	RADIUM SPRING	2	RD	WILLIAMS M	18	63	3.5	2.4793263	0	11	1	2	3.5	4	6	11	0.914374058	1.381785	1.891444	F	
DOUGHERTY COUNTY	RADIUM SPRING	2	LA	WILLIAMS M	18	87	4.833333333	4.3011626	0	18	1	2	3.5	7	9	18	1.319203885	1.7325901	2.54433	F	
DOUGHERTY COUNTY	RADIUM SPRING	2	MA	WILLIAMS M	18	148	8.222222222	5.0938897	1	20	3	4	8.5	10	16	20	1.728771036	2.047211	3.176368	F	
DOUGHERTY COUNTY	RADIUM SPRING	3	RD	BROWNING	19	18	0.947368421	1.2235506	0	4	0	0	0	2	3	4	1.172489269	1.8664211	2.457048		
DOUGHERTY COUNTY	RADIUM SPRING	3	LA	BROWNING	19	16	0.842105263	1.0145145	0	3	0	0	1	1	3	3	1.507762082	2.05317	2.920851		
DOUGHERTY COUNTY	RADIUM SPRING	3	MA	BROWNING	19	39	2.052631579	1.7471782	0	6	0	0	2	3	5	6	1.873920927	2.4330609	3.548468		
DOUGHERTY COUNTY	RADIUM SPRING	3	RD	LUNSFORD	1	1	1		1	1	1	1	1	1	1	1	1.172489269	1.8664211	6.771753	-0.092417	
DOUGHERTY COUNTY	RADIUM SPRING	3	LA	LUNSFORD	1	3	3		3	3	3	3	3	3	3	3	1.507762082	2.05317	7.667272	0.726797	
DOUGHERTY COUNTY	RADIUM SPRING	3	MA	LUNSFORD	1	0	0		0	0	0	0	0	0	0	0	1.873920927	2.4330609	9.173104	-0.770191	
DOUGHERTY COUNTY	RADIUM SPRING	3	RD	LUSTER	18	21	1.166666667	1.3394468	0	5	0	0	1	2	3	5	1.172489269	1.8664211	2.492248	-0.013236	
DOUGHERTY COUNTY	RADIUM SPRING	3	LA	LUSTER	18	40	2.222222222	2.0162737	0	7	0	0	2	4	5	7	1.507762082	2.05317	2.959573	1.47635	
DOUGHERTY COUNTY	RADIUM SPRING	3	MA	LUSTER	18	24	1.333333333	2.1143766	0	8	0	0	2	4	8	1	1.873920927	2.4330609	3.594355	-0.942648	
DOUGHERTY COUNTY	RADIUM SPRING	3	RD	ROSECRANS	18	32	1.777777778	1.2628425	0	5	0	1	2	2	3	5	1.172489269	1.8664211	2.492248	1.375907	
DOUGHERTY COUNTY	RADIUM SPRING	3	LA	ROSECRANS	18	30	1.666666667	1.7489493	0	7	0	1	1	2	4	7	1.507762082	2.05317	2.959573	0.328358	
DOUGHERTY COUNTY	RADIUM SPRING	3	MA	ROSECRANS	18	35	1.944444444	1.7311072	0	5	0	0	2	3	5	5	1.873920927	2.4330609	3.594355	0.122975	
DOUGHERTY COUNTY	RADIUM SPRING	3	RD	SMITH	18	35	1.944444444	3.1524448	0	13	0	0	1	2	6	13	1.172489269	1.8664211	2.492248	1.754764	
DOUGHERTY COUNTY	RADIUM SPRING	3	LA	SMITH	18	39	2.166666667	2.995094	0	11	0	0	1	4	7	11	1.507762082	2.05317	2.959573	1.361551	
DOUGHERTY COUNTY	RADIUM SPRING	3	MA	SMITH	18	50	2.777777778	3.0975428	0	10	0	0	1.5	4	8	10	1.873920927	2.4330609	3.594355	1.576097	
DOUGHERTY COUNTY	RADIUM SPRING	3	RD	WILLIAMS A	19	21	1.105263158	1.2864567	0	5	0	0	1	2	3	5	1.172489269	1.8664211	2.457048	-0.157002	
DOUGHERTY COUNTY	RADIUM SPRING	3	LA	WILLIAMS A	19	48	2.526315789	1.8369183	0	8	1	1	2	4	5	8	1.507762082	2.05317	2.920851	2.162399	
DOUGHERTY COUNTY	RADIUM SPRING	3	MA	WILLIAMS A	19	48	2.526315789	1.711673	0	6	0	1	3	3	6	6	1.873920927	2.4330609	3.548468	1.168784	
DOUGHERTY COUNTY	RADIUM SPRING	4	RD	CRAWFORD	22	24	1.090909091	1.2309149	0	5	0	0	1	2	2	3	0.994595544	1.6385729	2.04263	0.275698	
DOUGHERTY COUNTY	RADIUM SPRING	4	LA	CRAWFORD	22	43	1.954545455	1.7855844	0	7	0	1	1	3	3	6	1.405105438	2.0332046	2.705547	1.267508	
DOUGHERTY COUNTY	RADIUM SPRING	4	MA	CRAWFORD	22	58	2.636363636	1.9406787	0	7	0	1	2	4	5	6	1.874440105	2.4446497	3.438043	1.461861	
DOUGHERTY COUNTY	RADIUM SPRING	4	RD	DAVIS	1	0	0		0	0	0	0	0	0	0	0	0.994595544	1.6385729	5.910314	-0.606989	
DOUGHERTY COUNTY	RADIUM SPRING	4	LA	DAVIS	1	0	0		0	0	0	0	0	0	0	0	1.405105438	2.0332046	7.504719	-0.691079	
DOUGHERTY COUNTY	RADIUM SPRING	4	MA	DAVIS	1	6	6		6	6	6	6	6	6	6	6	1.874440105	2.4446497	9.208389	1.687587	
DOUGHERTY COUNTY	RADIUM SPRING	4	RD	HAYNES	22	30	1.363636364	1.5900121	0	7	0	0	1	2	2	4	0.994595544	1.6385729	2.04263	1.05638	
DOUGHERTY COUNTY	RADIUM SPRING	4	LA	HAYNES	22	27	1.227272727	1.6015415	0	5	0	0	0.5	2	4	4	1.405105438	2.0332046	2.705547	-0.410244	
DOUGHERTY COUNTY	RADIUM SPRING	4	MA	HAYNES	22	85	3.863636364	3.5361461	0	12	0	1	3	6	8	11	1.874440105	2.4446497	3.438043	F	
DOUGHERTY COUNTY	RADIUM SPRING	4	RD	LITTLETON	25	28	1.12	1.4525839	0	4	0	0	0	3	3	4	0.994595544	1.6385729	1.977739	0.382664	
DOUGHERTY COUNTY	RADIUM SPRING	4	LA	LITTLETON	25	23	0.92	1.3203535	0	6	0	0	1	1	2	3	1.405105438	2.0332046	2.625028	-1.192958	
DOUGHERTY COUNTY	RADIUM SPRING	4	MA	LITTLETON	25	36	1.44	1.8726096	0	9	0	0	1	2	2	4	1.874440105	2.4446497	3.34123	-0.888553	
DOUGHERTY COUNTY	RADIUM SPRING	4	RD	WILLIAMS P	24	17	0.708333333	0.9078961	0	3	0	0	0	1	2	2	0.994595544	1.6385729	1.998012	-0.855862	
DOUGHERTY COUNTY	RADIUM SPRING	4	LA	WILLIAMS P	24	44	1.833333333	2.5987734	0	9	0	0	1	2	6	8	1.405105438	2.0332046	2.650184	1.031809	
DOUGHERTY COUNTY	RADIUM SPRING	4	MA	WILLIAMS P	24	68	2.833333333	3.5098206	0	16	0	1	1.5	4	7	7	1.874440105	2.4446497	3.371476	1.921583	
DOUGHERTY COUNTY	RADIUM SPRING	5	RD	PHILLIPS	24	33	1.375	1.3452816	0	5	0	0	1	2	3	4	1.136148015	1.8284998	2.255871	0.63994	
DOUGHERTY COUNTY	RADIUM SPRING	5	LA	PHILLIPS	24	45	1.875	4.2967379	0	21	0	0	1	2	4	5	1.434674213	2.0406349	2.684303	1.057096	
DOUGHERTY COUNTY	RADIUM SPRING	5	MA	PHILLIPS	24	57	2.375	2.5844434	0	8	0	0	2	3	8	8	1.824890617	2.5360989	3.377928	1.062646	
DOUGHERTY COUNTY	RADIUM SPRING	5	RD	POOLE	25	55	2.2	2.2912878	0	8	0	1	1	3	6	7	1.136148015	1.8284998	2.233248	2.909084	

DOUGHERTY COUNTY	2	LA	MARTIN	20	41	2.05	1.5035047	0	5	0	1	2	3	4	4.5	1.319203885	1.7325901	2.481461		1.88632
DOUGHERTY COUNTY	2	MA	MARTIN	20	64	3.2	2.3305748	0	10	0.5	2	3	4.5	5.5	8	1.728771036	2.047211	3.102082	F	3.213902
DOUGHERTY COUNTY	2	RD	OSEN OLUWATOYI	19	23	1.210526316	1.3572418	0	5	0	0	1	2	3	5	0.914374058	1.381785	1.865384		0.934225
DOUGHERTY COUNTY	2	LA	OSEN OLUWATOYI	19	30	1.578947368	1.5389675	0	5	0	0	1	2	4	5	1.319203885	1.7325901	2.511654		0.65347
DOUGHERTY COUNTY	2	MA	OSEN OLUWATOYI	19	45	2.368421053	1.7387903	0	5	0	1	3	4	5	5	1.728771036	2.047211	3.137758		1.361936
DOUGHERTY COUNTY	3	RD	DEBORAH FLOOD	21	32	1.523809524	1.6618979	0	5	0	0	1	2	4	5	1.172489269	1.8664211	2.394349		0.862588
DOUGHERTY COUNTY	3	LA	DEBORAH FLOOD	21	22	1.047619048	1.3955712	0	5	0	0	1	1	3	3	1.507762082	2.05317	2.851877		-1.027017
DOUGHERTY COUNTY	3	MA	DEBORAH FLOOD	21	50	2.380952381	2.6358837	0	10	0	0	2	4	5	6	1.873920927	2.4330609	3.466733		0.954974
DOUGHERTY COUNTY	3	RD	LASTER	21	27	1.285714286	1.0555973	0	4	0	1	1	2	2	3	1.172489269	1.8664211	2.394349		0.277998
DOUGHERTY COUNTY	3	LA	LASTER	21	35	1.666666667	1.6532796	0	5	0	1	1	2	5	5	1.507762082	2.05317	2.851877		0.354667
DOUGHERTY COUNTY	3	MA	LASTER	21	44	2.095238095	1.3749459	0	5	0	1	2	3	4	4	1.873920927	2.4330609	3.466733		0.416842
DOUGHERTY COUNTY	3	RD	MCCRAY	21	18	0.857142857	1.1952286	0	4	0	0	0	2	2	3	1.172489269	1.8664211	2.394349		-0.774262
DOUGHERTY COUNTY	3	LA	MCCRAY	21	26	1.238095238	1.2611408	0	5	0	0	1	2	2	3	1.507762082	2.05317	2.851877		-0.601883
DOUGHERTY COUNTY	3	MA	MCCRAY	21	28	1.333333333	1.2780193	0	4	0	0	1	2	3	4	1.873920927	2.4330609	3.466733		-1.018176
DOUGHERTY COUNTY	3	RD	MORRIS	21	26	1.238095238	1.1791845	0	4	0	0	1	2	3	3	1.172489269	1.8664211	2.394349		0.161081
DOUGHERTY COUNTY	3	LA	MORRIS	21	24	1.142857143	1.9048809	0	8	0	0	1	1	3	4	1.507762082	2.05317	2.851877		-0.814445
DOUGHERTY COUNTY	3	MA	MORRIS	21	25	1.19047619	1.0779169	0	4	0	0	1	2	2	3	1.873920927	2.4330609	3.466733		-1.287242
DOUGHERTY COUNTY	4	RD	BLOCKER	27	54	2	2.3533936	0	8	0	0	1	3	6	7	0.994595544	1.6385729	1.940626	F	3.188283
DOUGHERTY COUNTY	4	LA	BLOCKER	27	61	2.259259259	4.4340691	0	20	0	0	1	2	6	13	1.405105438	2.0332046	2.578977		2.182915
DOUGHERTY COUNTY	4	MA	BLOCKER	27	55	2.037037037	2.9675356	0	12	0	0	1	2	7	9	1.874440105	2.4446497	3.285859		0.345603
DOUGHERTY COUNTY	4	RD	BURROUGHS	3	3	1	1	0	2	0	0	1	2	2	2	0.994595544	1.6385729	3.832687		0.005713
DOUGHERTY COUNTY	4	LA	BURROUGHS	3	5	1.666666667	1.1547005	1	3	1	1	1	3	3	3	1.405105438	2.0332046	4.926719		0.222819
DOUGHERTY COUNTY	4	MA	BURROUGHS	3	20	6.666666667	8.1445278	1	16	1	1	3	16	16	16	1.874440105	2.4446497	6.108698	F	3.395325
DOUGHERTY COUNTY	4	RD	CULLEN	26	53	2.038461538	4.0445595	0	18	0	0	1	2	4	12	0.994595544	1.6385729	1.958647	F	3.248371
DOUGHERTY COUNTY	4	LA	CULLEN	26	56	2.153846154	3.1583832	0	16	0	0	1.5	3	4	5	1.405105438	2.0332046	2.601338		1.877747
DOUGHERTY COUNTY	4	MA	CULLEN	26	48	1.846153846	3.7490512	0	19	0	0	1	2	3	6	1.874440105	2.4446497	3.312746		-0.058999
DOUGHERTY COUNTY	4	RD	HEARD	26	46	1.769230769	2.3716272	0	9	0	0	1	2	6	8	0.994595544	1.6385729	1.958647		2.410561
DOUGHERTY COUNTY	4	LA	HEARD	26	47	1.807692308	2.6079759	0	10	0	0	1	2	5	9	1.405105438	2.0332046	2.601338		1.009637
DOUGHERTY COUNTY	4	MA	HEARD	26	62	2.384615385	2.9809653	0	13	0	0	1.5	3	6	8	1.874440105	2.4446497	3.312746		1.064117
DOUGHERTY COUNTY	5	RD	JOHNSON	22	44	2	2.7945525	0	12	0	0	1	3	5	6	1.136148015	1.8284998	2.30566		2.215929
DOUGHERTY COUNTY	5	LA	JOHNSON	22	33	1.5	2.9072979	0	14	0	0	1	2	2	2	1.434674213	2.0406349	2.739869		0.150152
DOUGHERTY COUNTY	5	MA	JOHNSON	22	53	2.409090909	3.361676	0	12	0	0	1	3	4	12	1.824890617	2.5360989	3.446985		1.080456
DOUGHERTY COUNTY	5	RD	JONES	18	26	1.444444444	1.789585	0	7	0	0	1	2	4	7	1.136148015	1.8284998	2.429093		0.715336
DOUGHERTY COUNTY	5	LA	JONES	18	37	2.055555556	1.9242179	0	6	0	0	2	3	5	6	1.434674213	2.0406349	2.877621		1.290861
DOUGHERTY COUNTY	5	MA	JONES	18	32	1.777777778	1.4775001	0	6	0	1	2	2	4	6	1.824890617	2.5360989	3.618183		-0.078815
DOUGHERTY COUNTY	5	RD	PHILLIPS	17	25	1.470588235	1.5458674	0	5	0	0	1	2	4	5	1.136148015	1.8284998	2.466577		0.754133
DOUGHERTY COUNTY	5	LA	PHILLIPS	17	42	2.470588235	4.1550819	0	15	0	0	0	3	10	15	1.434674213	2.0406349	2.919454		2.093066
DOUGHERTY COUNTY	5	MA	PHILLIPS	17	40	2.352941176	3.3530057	0	14	0	1	2	2	6	14	1.824890617	2.5360989	3.670174		0.858487
DOUGHERTY COUNTY	5	RD	ROQUEMORE SERIT	21	28	1.333333333	1.42595	0	5	0	0	1	2	3	4	1.136148015	1.8284998	2.333182		0.494185
DOUGHERTY COUNTY	5	LA	ROQUEMORE SERIT	21	21	1	1.3038405	0	4	0	0	0	2	3	3	1.434674213	2.0406349	2.770583		-0.976131
DOUGHERTY COUNTY	5	MA	ROQUEMORE SERIT	21	14	0.666666667	0.8563488	0	3	0	0	0	1	2	2	1.824890617	2.5360989	3.485157		-2.09284
DOUGHERTY COUNTY																				
DOUGHERTY COUNTY																				
DOUGHERTY COUNTY	1	RD	LOTT	23	150	6.52173913	3.0580678	1	14	2	4	7	8	10	10	1.080588194	1.4903398	2.01286	F	17.50932
DOUGHERTY COUNTY	1	LA	LOTT	23	179	7.782608696	3.9422712	1	14	3	5	7	11	13	14	1.603036826	1.9473378	2.821181	F	15.21882
DOUGHERTY COUNTY	1	MA	LOTT	23	234	10.17391304	5.271296	3	21	4	5	8	16	17	17	1.74803401	2.0489466	3.029739	F	19.72189
DOUGHERTY COUNTY	1	RD	PRICE	24	35	1.458333333	1.6934443	0	6	0	0	1	2	4	5	1.080588194	1.4903398	1.993231		1.241707
DOUGHERTY COUNTY	1	LA	PRICE	24	61	2.541666667	1.8410575	0	6	0	1	2.5	4	5	5	1.603036826	1.9473378	2.795533		2.361341
DOUGHERTY COUNTY	1	MA	PRICE	24	122	5.083333333	3.3868886	0	14	1	3	4	7	9	11	1.74803401	2.0489466	3.002752	F	7.974616
DOUGHERTY COUNTY	1	RD	WEST	23	53	2.304347826	2.0785965	0	8	0	1	2	3	5	5	1.080588194	1.4903398	2.01286	F	3.937991
DOUGHERTY COUNTY	1	LA	WEST	23	67	2.913043478	3.1321361	0	15	0	1	2	3	4	8	1.603036826	1.9473378	2.821181	F	3.226236
DOUGHERTY COUNTY	1	MA	WEST	23	67	2.913043478	2.1301524	0	8	1	1	3	4	5	7	1.74803401	2.0489466	3.029739		2.726859
DOUGHERTY COUNTY	1	RD	WILLIAMS	24	59	2.458333333	1.4738051	0	5	0	1	3	4	4	4	1.080588194	1.4903398	1.993231	F	4.528863
DOUGHERTY COUNTY	1	LA	WILLIAMS	24	94	3.916666667	2.5523504	0	9	1	2	4	6	7	7	1.603036826	1.9473378	2.795533	F	5.820472
DOUGHERTY COUNTY	1	MA	WILLIAMS	24	127	5.291666667	2.8204096	1	10	2	2.5	5	7	9	10	1.74803401	2.0489466	3.002752	F	8.472736
DOUGHERTY COUNTY	2	RD	COVIN	19	52	2.736842105	2.2321416	0	8	0	1	2	4	7	8	0.914374058	1.381785	1.865384	F	5.749052
DOUGHERTY COUNTY	2	LA	COVIN	19	63	3.315789474	2.5387426	0	8	1	1	2	6	7	8	1.319203885	1.7325901	2.511654	F	5.023066
DOUGHERTY COUNTY	2	MA	COVIN	19	72	3.789473684	2.4625855	1	9	1	2	3	5	9	9	1.728771036	2.047211	3.137758	F	4.387625
DOUGHERTY COUNTY	2	RD	HALL V	20	17	0.85	1.2288187	0	4	0	0	0	1	3	3.5	0.914374058	1.381785	1.841304		-0.208346

DOUGHERTY COUNTY	TURNER ELEMEN	2	LA	HALL V	20	29	1.45	1.8771479	0	7	0	0	1	2	4	6	1.319203885	1.7325901	2.481461	0.337609
DOUGHERTY COUNTY	TURNER ELEMEN	2	MA	HALL V	20	28	1.4	1.9574419	0	7	0	0	0.5	2	4	5.5	1.728771036	2.047211	3.102082	-0.718201
DOUGHERTY COUNTY	TURNER ELEMEN	2	RD	HESTER	1	0	0	0	0	0	0	0	0	0	0	0	0.914374058	1.381785	5.059729	-0.661734
DOUGHERTY COUNTY	TURNER ELEMEN	2	LA	HESTER	1	1	1	1	1	1	1	1	1	1	1	1	1.319203885	1.7325901	6.516974	-0.184235
DOUGHERTY COUNTY	TURNER ELEMEN	2	MA	HESTER	1	6	6	6	6	6	6	6	6	6	6	6	1.728771036	2.047211	7.870404	2.086365
DOUGHERTY COUNTY	TURNER ELEMEN	2	RD	JOUVETTE	20	137	6.85	3.1999178	1	12	3	4	6.5	10	11	12	0.914374058	1.381785	1.841304	19.21061
DOUGHERTY COUNTY	TURNER ELEMEN	2	LA	JOUVETTE	20	289	14.45	5.5105163	3	22	6	12	15	17.5	22	22	1.319203885	1.7325901	2.481461	33.89302
DOUGHERTY COUNTY	TURNER ELEMEN	2	MA	JOUVETTE	20	265	13.25	6.0686958	0	22	6	9	14	18	22	22	1.728771036	2.047211	3.102082	25.16814
DOUGHERTY COUNTY	TURNER ELEMEN	2	RD	VANCE	19	12	0.631578947	0.8306976	0	3	0	0	0	1	2	3	0.914374058	1.381785	1.865384	-0.892089
DOUGHERTY COUNTY	TURNER ELEMEN	2	LA	VANCE	19	39	2.052631579	1.3933845	0	5	0	1	2	3	5	5	1.319203885	1.7325901	2.511654	1.845178
DOUGHERTY COUNTY	TURNER ELEMEN	2	MA	VANCE	19	88	4.631578947	3.5309823	1	15	1	2	4	7	9	15	1.728771036	2.047211	3.137758	6.180627
DOUGHERTY COUNTY	TURNER ELEMEN	3	ASKEW	ASKEW	19	69	3.631578947	2.1398475	1	7	1	2	3	6	7	7	1.172489269	1.8664211	2.457048	5.743036
DOUGHERTY COUNTY	TURNER ELEMEN	3	LA	ASKEW	19	47	2.473684211	2.6950247	0	10	0	0	2	4	6	10	1.507762082	2.05317	2.920851	2.050662
DOUGHERTY COUNTY	TURNER ELEMEN	3	MA	ASKEW	19	78	4.105263158	2.579723	0	10	1	2	4	6	8	10	1.873920927	2.4330609	3.548468	3.997514
DOUGHERTY COUNTY	TURNER ELEMEN	3	RD	COLLIN S	19	51	2.684210526	2.3345861	0	7	0	1	2	4	7	7	1.172489269	1.8664211	2.457048	3.530522
DOUGHERTY COUNTY	TURNER ELEMEN	3	LA	COLLIN S	19	65	3.421052632	3.7611433	0	13	0	1	2	4	11	13	1.507762082	2.05317	2.920851	4.061934
DOUGHERTY COUNTY	TURNER ELEMEN	3	MA	COLLIN S	19	39	2.052631579	2.067572	0	7	0	1	1	2	6	6	1.873920927	2.4330609	3.548468	0.320165
DOUGHERTY COUNTY	TURNER ELEMEN	3	RD	JACKSON	20	110	5.5	3.9289648	0	18	2	2.5	5	7	9.5	14	1.172489269	1.8664211	3.425423	10.36916
DOUGHERTY COUNTY	TURNER ELEMEN	3	LA	JACKSON	20	155	7.75	3.711846	2	14	3	5	7.5	10	14	14	1.507762082	2.05317	2.88507	13.5966
DOUGHERTY COUNTY	TURNER ELEMEN	3	MA	JACKSON	20	161	8.05	3.5463102	0	13	2	6.5	9	10.5	12	13	1.873920927	2.4330609	3.506068	11.35206
DOUGHERTY COUNTY	TURNER ELEMEN	3	RD	LOWERY	20	14	0.7	0.7326951	0	2	0	0	1	1	2	2	1.172489269	1.8664211	2.424523	-1.132133
DOUGHERTY COUNTY	TURNER ELEMEN	3	LA	LOWERY	20	16	0.8	1.1516578	0	4	0	0	0	1	2.5	3.5	1.507762082	2.05317	2.88507	-1.541462
DOUGHERTY COUNTY	TURNER ELEMEN	3	MA	LOWERY	20	21	1.05	0.8870412	0	3	0	0	1	2	2	2.5	1.873920927	2.4330609	3.506068	-1.514424
DOUGHERTY COUNTY	TURNER ELEMEN	3	RD	SIMMONS	19	29	1.526315789	2.412201	0	10	0	0	1	2	5	10	1.172489269	1.8664211	2.457048	0.826338
DOUGHERTY COUNTY	TURNER ELEMEN	3	LA	SIMMONS	19	32	1.684210526	2.0830702	0	6	0	0	1	3	5	6	1.507762082	2.05317	2.920851	0.374602
DOUGHERTY COUNTY	TURNER ELEMEN	3	MA	SIMMONS	19	20	1.052631579	1.4709866	0	6	0	0	1	2	6	6	1.873920927	2.4330609	3.548468	-1.471364
DOUGHERTY COUNTY	TURNER ELEMEN	4	RD	JENKINS	3	1	0.333333333	0.5773503	0	1	0	0	0	1	1	1	0.994595544	1.6385729	3.823687	-0.698986
DOUGHERTY COUNTY	TURNER ELEMEN	4	LA	JENKINS	3	2	0.666666667	0.5773503	0	1	0	0	1	1	1	1	1.405105438	2.0332046	4.926719	-0.629063
DOUGHERTY COUNTY	TURNER ELEMEN	4	MA	JENKINS	3	18	6	5.5677644	1	12	1	1	5	12	12	12	1.874440105	2.4446497	6.108698	2.922987
DOUGHERTY COUNTY	TURNER ELEMEN	4	RD	LAMAR	24	75	3.125	3.8028879	0	19	1	1	2	3.5	5	7	0.994595544	1.6385729	1.998012	6.369945
DOUGHERTY COUNTY	TURNER ELEMEN	4	LA	LAMAR	24	112	4.666666667	2.8992753	1	11	1	2	4.5	7	8	9	1.405105438	2.0332046	2.660184	7.859689
DOUGHERTY COUNTY	TURNER ELEMEN	4	MA	LAMAR	24	47	1.958333333	1.876147	0	8	0	0.5	2	3	4	4	1.874440105	2.4446497	3.371476	0.168119
DOUGHERTY COUNTY	TURNER ELEMEN	4	RD	LYONS	26	37	1.423076923	2.1386552	0	10	0	0	1	2	4	4	0.994595544	1.6385729	1.958647	1.333377
DOUGHERTY COUNTY	TURNER ELEMEN	4	LA	LYONS	26	73	2.807692308	1.7440007	0	7	1	1	2.5	4	5	6	1.405105438	2.0332046	2.601338	3.51751
DOUGHERTY COUNTY	TURNER ELEMEN	4	MA	LYONS	26	74	2.846153846	2.6935821	0	14	1	1	2	4	4	6	1.874440105	2.4446497	3.372746	2.026788
DOUGHERTY COUNTY	TURNER ELEMEN	4	RD	PAYTON	25	18	0.72	1.733144	0	4	0	0	0	1	3	3	0.994595544	1.6385729	1.977739	-0.837911
DOUGHERTY COUNTY	TURNER ELEMEN	4	LA	PAYTON	25	32	1.28	1.6960739	0	7	0	0	1	2	4	4	1.405105438	2.0332046	2.625028	-0.307656
DOUGHERTY COUNTY	TURNER ELEMEN	4	MA	PAYTON	25	58	2.32	1.9087518	0	7	0	1	2	3	5	6	1.874440105	2.4446497	3.34123	0.911296
DOUGHERTY COUNTY	TURNER ELEMEN	5	RD	ALVEY	1	2	2	2	2	2	2	2	2	2	2	2	1.136148015	1.8284998	6.621647	0.472438
DOUGHERTY COUNTY	TURNER ELEMEN	5	LA	ALVEY	1	1	1	1	1	1	1	1	1	1	1	1	1.434674213	2.0406349	7.556579	-0.213009
DOUGHERTY COUNTY	TURNER ELEMEN	5	MA	ALVEY	1	0	0	0	0	0	0	0	0	0	0	0	1.824890617	2.5360989	9.433187	-0.719566
DOUGHERTY COUNTY	TURNER ELEMEN	5	RD	BSUTTON	25	45	1.8	1.5545632	0	6	0	1	2	2	4	5	1.136148015	1.8284998	2.23248	1.815291
DOUGHERTY COUNTY	TURNER ELEMEN	5	LA	BSUTTON	25	41	1.64	1.933908	0	8	0	0	1	3	4	5	1.434674213	2.0406349	2.659055	0.503093
DOUGHERTY COUNTY	TURNER ELEMEN	5	MA	BSUTTON	25	60	2.4	2.3979158	0	9	0	1	2	4	6	7	1.824890617	2.5360989	3.34655	1.133847
DOUGHERTY COUNTY	TURNER ELEMEN	5	RD	ELLIS	26	39	1.5	1.2083046	0	5	0	1	1	2	3	3	1.136148015	1.8284998	2.211943	1.014651
DOUGHERTY COUNTY	TURNER ELEMEN	5	LA	ELLIS	26	63	2.423076923	4.6490694	0	24	0	0	1	3	4	5	1.434674213	2.0406349	2.635279	2.463763
DOUGHERTY COUNTY	TURNER ELEMEN	5	MA	ELLIS	26	34	1.307692308	1.0107119	0	3	0	1	1	2	3	3	1.824890617	2.5360989	3.317	-1.039866
DOUGHERTY COUNTY	TURNER ELEMEN	5	RD	HODGE	24	19	0.791666667	1.2150923	0	5	0	0	0	1.5	2	2	1.136148015	1.8284998	2.255871	-0.922946
DOUGHERTY COUNTY	TURNER ELEMEN	5	LA	HODGE	24	27	1.125	1.3613452	0	5	0	0	1	2	3	4	1.434674213	2.0406349	2.684303	-0.743439
DOUGHERTY COUNTY	TURNER ELEMEN	5	MA	HODGE	24	33	1.375	1.7147062	0	6	0	0	1	2	3	6	1.824890617	2.5360989	3.377928	-0.869053
DOUGHERTY COUNTY	WEST TOWN ELE	1	RD	BANKS M	23	98	4.260869565	2.7833497	0	11	2	2	3	6	8	9	1.080588194	1.4903398	2.01286	10.23397
DOUGHERTY COUNTY	WEST TOWN ELE	1	LA	BANKS M	23	158	6.869565217	4.6348909	0	18	1	3	7	10	12	12	1.603036826	1.9473378	2.821181	12.97021
DOUGHERTY COUNTY	WEST TOWN ELE	1	RD	BANKS M	23	135	5.869565217	3.4811747	2	13	2	3	5	9	11	12	1.74803401	2.0489496	3.029739	9.646991
DOUGHERTY COUNTY	WEST TOWN ELE	1	RD	BRACKEN J	21	142	6.761904762	2.3217399	2	9	3	5	8	9	9	9	1.080588194	1.4903398	2.056245	17.46921
DOUGHERTY COUNTY	WEST TOWN ELE	1	LA	BRACKEN J	21	181	8.619047619	4.6954892	1	17	3	5	9	12	15	16	1.603036826	1.9473378	2.877869	16.51044
DOUGHERTY COUNTY	WEST TOWN ELE	1	MA	BRACKEN J	21	156	7.428571429	4.5669621	2	19	3	5	6	9	12	17	1.74803401	2.0489466	3.089384	12.70482
DOUGHERTY COUNTY	WEST TOWN ELE	1	RD	CHEVERS TOWNES	24	103	4.291666667	3.9173989	0	13	0	1	3.5	6.5	11	12	1.080588194	1.4903398	1.993231	10.55532

DOUGHERTY COUNTY	WEST TOWN ELE	1	LA	CHEVERS TOWNES	24	161	6.708333333	4.8227646	0	18	1	3.5	6	10	13	15	1.603036826	1.9473378	2.795533	F	12.84356
DOUGHERTY COUNTY	WEST TOWN ELE	1	MA	CHEVERS TOWNES	24	58	2.416666667	1.976309	0	7	0	1	2	3.5	6	6	1.74803401	2.0489466	3.002752		1.598684
DOUGHERTY COUNTY	WEST TOWN ELE	1	RD	WAITE	21	98	4.666666667	3.468095	0	15	2	2	4	6	9	9	1.080588194	1.4903398	2.056245	F	11.02666
DOUGHERTY COUNTY	WEST TOWN ELE	1	LA	WAITE	21	122	5.80952381	3.9194266	0	11	0	2	6	9	10	11	1.603036826	1.9473378	2.877869	F	9.898922
DOUGHERTY COUNTY	WEST TOWN ELE	1	MA	WAITE	21	139	6.619047619	4.2717232	0	17	2	4	6	9	12	13	1.74803401	2.0489466	3.089384	F	10.89428
DOUGHERTY COUNTY	WEST TOWN ELE	2	RD	FOURNIER P	21	37	1.761904762	1.8682816	0	5	0	0	1	3	5	5	0.914374058	1.381785	1.818965		2.810766
DOUGHERTY COUNTY	WEST TOWN ELE	2	LA	FOURNIER P	21	20	0.952380952	1.2031704	0	4	0	0	1	1	3	3	1.319203885	1.7325901	2.45345		-0.97022
DOUGHERTY COUNTY	WEST TOWN ELE	2	MA	FOURNIER P	21	61	2.904761905	2.4063408	0	10	0	1	3	4	5	7	1.728771036	2.0477211	3.068985		2.632329
DOUGHERTY COUNTY	WEST TOWN ELE	2	RD	MALLORY HAYES	20	116	5.8	3.2052588	2	13	2	3	6	7.5	11	13	0.914374058	1.381785	1.841304	F	15.81299
DOUGHERTY COUNTY	WEST TOWN ELE	2	LA	MALLORY HAYES	20	117	5.85	2.9428772	0	11	2	4	6.5	7	10	11	1.319203885	1.7325901	2.481461	F	11.69482
DOUGHERTY COUNTY	WEST TOWN ELE	2	MA	MALLORY HAYES	20	85	4.25	2.8631047	0	11	1.5	2	3.5	5.5	9	11	1.728771036	2.0477211	3.102082	F	5.507629
DOUGHERTY COUNTY	WEST TOWN ELE	2	RD	MITCHELL	21	106	5.047619048	4.1530253	0	16	1	3	4	7	8	15	0.914374058	1.381785	1.818965	F	13.70757
DOUGHERTY COUNTY	WEST TOWN ELE	2	LA	MITCHELL	21	170	8.095238095	6.1717482	0	19	2	4	5	13	19	19	1.319203885	1.7325901	2.45345	F	17.92212
DOUGHERTY COUNTY	WEST TOWN ELE	2	MA	MITCHELL	21	200	9.523809524	7.201521	0	28	2	4	9	14	19	19	1.728771036	2.0477211	3.068985	F	17.44879
DOUGHERTY COUNTY	WEST TOWN ELE	2	RD	WASHINGTON	18	14	0.777777778	0.7320845	0	2	0	0	1	1	2	2	0.914374058	1.381785	1.891444		-0.419406
DOUGHERTY COUNTY	WEST TOWN ELE	2	LA	WASHINGTON	18	26	1.444444444	1.1490263	0	4	0	1	1	2	3	4	1.319203885	1.7325901	2.54433		0.30668
DOUGHERTY COUNTY	WEST TOWN ELE	2	MA	WASHINGTON	18	20	1.111111111	1.3234931	0	5	0	0	1	2	3	5	1.728771036	2.0477211	3.176368		-1.280039
DOUGHERTY COUNTY	WEST TOWN ELE	3	RD	ALDRIDGE	18	42	2.333333333	2.1143766	0	8	0	1	2	3	7	8	1.172489269	1.8664211	2.492248		2.638764
DOUGHERTY COUNTY	WEST TOWN ELE	3	LA	ALDRIDGE	18	69	3.833333333	2.7706444	0	10	0	2	3.5	5	10	10	1.507762082	2.05317	2.959573	F	4.805527
DOUGHERTY COUNTY	WEST TOWN ELE	3	MA	ALDRIDGE	18	106	5.888888889	3.8484357	0	16	1	3	5.5	8	10	16	1.873920927	2.4330609	3.594355	F	7.001085
DOUGHERTY COUNTY	WEST TOWN ELE	3	RD	DOUGLAS	18	20	1.111111111	1.3234931	0	4	0	0	1	2	4	4	1.172489269	1.8664211	2.492248		-0.139521
DOUGHERTY COUNTY	WEST TOWN ELE	3	LA	DOUGLAS	18	133	7.888888889	4.2167577	1	15	2	4	7	11	13	15	1.507762082	2.05317	2.959573	F	12.15267
DOUGHERTY COUNTY	WEST TOWN ELE	3	MA	DOUGLAS	18	47	2.611111111	1.4608172	1	6	1	1	2.5	3	5	6	1.873920927	2.4330609	3.594355		1.285473
DOUGHERTY COUNTY	WEST TOWN ELE	3	RD	WASLEY	18	72	4	3.531372	0	16	1	2	3	5	6	16	1.172489269	1.8664211	2.492248	F	6.427334
DOUGHERTY COUNTY	WEST TOWN ELE	3	LA	WASLEY	18	63	3.5	2.6401872	0	8	0	2	2.5	5	8	8	1.507762082	2.05317	2.959573	F	4.116731
DOUGHERTY COUNTY	WEST TOWN ELE	3	MA	WASLEY	18	72	4	3.7100817	0	12	0	1	3.5	5	11	12	1.873920927	2.4330609	3.594355	F	3.707342
DOUGHERTY COUNTY	WEST TOWN ELE	3	RD	WOODHAM	18	100	5.555555556	8.7860518	0	35	0	2	2.5	5	22	35	1.172489269	1.8664211	2.492248	F	9.963333
DOUGHERTY COUNTY	WEST TOWN ELE	3	LA	WOODHAM	18	98	5.444444444	4.3280511	0	13	0	1	5	10	12	13	1.507762082	2.05317	2.959573	F	8.134703
DOUGHERTY COUNTY	WEST TOWN ELE	3	MA	WOODHAM	18	123	6.833333333	3.6981712	1	13	2	3	7	11	12	13	1.873920927	2.4330609	3.594355	F	8.647957
DOUGHERTY COUNTY	WEST TOWN ELE	4	RD	CLAY	28	127	4.535714286	7.4906467	0	24	0	0.5	1	3.5	22	24	0.994595544	1.6385729	1.923579	F	11.43546
DOUGHERTY COUNTY	WEST TOWN ELE	4	LA	CLAY	28	122	4.357142857	7.1035426	0	30	0	0	2	4	15	21	1.405105438	2.032046	2.557824	F	7.682805
DOUGHERTY COUNTY	WEST TOWN ELE	4	MA	CLAY	28	268	9.571428571	5.5672892	0	23	4	5	8.5	14	17	19	1.874440105	2.4446497	3.260426	F	16.66032
DOUGHERTY COUNTY	WEST TOWN ELE	4	RD	JENKINS	2	3	1.5	0.7071068	1	2	1	1	1.5	2	2	2	0.994595544	1.6385729	4.470534		0.436203
DOUGHERTY COUNTY	WEST TOWN ELE	4	LA	JENKINS	2	2	2	1	0	1	1	1	1	1	1	1	1.405105438	2.032046	5.718184		-0.281775
DOUGHERTY COUNTY	WEST TOWN ELE	4	MA	JENKINS	2	3	1.5	2.1213203	0	3	0	1.5	3	3	3	3	1.874440105	2.4446497	7.060325		-0.216611
DOUGHERTY COUNTY	WEST TOWN ELE	4	RD	NEFF	28	141	5.035714286	3.9952021	0	14	1	2	4	7	12	13	0.994595544	1.6385729	1.923579	F	13.05013
DOUGHERTY COUNTY	WEST TOWN ELE	4	LA	NEFF	28	96	3.428571429	3.6150772	0	19	0	1	3	4	6	8	1.405105438	2.032046	2.557824	F	5.266158
DOUGHERTY COUNTY	WEST TOWN ELE	4	MA	NEFF	28	171	6.107142857	6.9139649	0	25	1	2	3.5	7	20	25	1.874440105	2.4446497	3.260426	F	9.161786
DOUGHERTY COUNTY	WEST TOWN ELE	4	RD	ROBINSO	26	126	4.846153846	4.6792504	0	19	1	2	3	6	10	18	0.994595544	1.6385729	1.958647	F	11.98553
DOUGHERTY COUNTY	WEST TOWN ELE	4	LA	ROBINSO	26	109	4.192307692	4.7498988	0	21	1	2	2.5	4	12	15	1.405105438	2.032046	2.601338	F	6.98995
DOUGHERTY COUNTY	WEST TOWN ELE	4	MA	ROBINSO	26	187	7.192307692	7.2112092	1	32	1	3	5	8	12	26	1.874440105	2.4446497	3.312746	F	11.09194
DOUGHERTY COUNTY	WEST TOWN ELE	5	RD	MOSELY	26	374	14.38461538	5.4485001	4	24	7	11	14	19	21	22	1.136148015	1.8284998	2.211943	F	36.94515
DOUGHERTY COUNTY	WEST TOWN ELE	5	LA	MOSELY	26	183	7.038461538	4.6688823	0	18	1	4	6.5	9	14	15	1.434674213	2.0406349	2.635279	F	14.00242
DOUGHERTY COUNTY	WEST TOWN ELE	5	MA	MOSELY	26	320	12.30769231	7.3798061	0	30	3	6	12	18	21	26	1.824890617	2.5360989	3.317	F	21.07647
DOUGHERTY COUNTY	WEST TOWN ELE	5	RD	SAVAGE	25	284	11.36	4.9318092	4	26	5	9	12	13	16	22	1.136148015	1.8284998	2.232248	F	27.95694
DOUGHERTY COUNTY	WEST TOWN ELE	5	LA	SAVAGE	25	279	11.16	7.4312404	2	26	3	6	9	16	24	26	1.434674213	2.0406349	2.659055	F	23.82917
DOUGHERTY COUNTY	WEST TOWN ELE	5	MA	SAVAGE	25	222	8.88	8.3781462	0	26	1	1	6	16	21	21	1.824890617	2.5360989	3.34655	F	13.90937
DOUGHERTY COUNTY	WEST TOWN ELE	5	RD	WRIGHT	25	255	10.2	6.4226163	0	24	2	5	11	12	19	22	1.136148015	1.8284998	2.232248	F	24.78494
DOUGHERTY COUNTY	WEST TOWN ELE	5	LA	WRIGHT	25	198	7.92	5.1985109	0	20	2	4	7	11	15	16	1.434674213	2.0406349	2.659055	F	15.89046
DOUGHERTY COUNTY	WEST TOWN ELE	5	MA	WRIGHT	25	134	5.36	4.683496	0	16	1	1	4	9	12	13	1.824890617	2.5360989	3.34655	F	6.969581

SystemName	SchoolName	Grade	Content	TeacherName	N_students	#_WTR	Mean_classro	Std_classro	Min	Max	P10	P25	P50	P75	P90	P95	Mean_state	Std_state	crit_3SD	flag_3SD	Flag_Z			
STATE AVERAGE	STATE AVERAGE	6	RD	STATE AVERAGE	120,336	98,587	0.819264393	1.3027204	0	29	0	0	0	0	1	2	3	0.819264393	1.30272042	N/A	N/A	N/A		
	STATE AVERAGE	6	LA	STATE AVERAGE	120,283	115,767	0.96245521	1.5489992	0	36	0	0	0	0	1	3	4	0.96245521	1.54899919	N/A	N/A	N/A		
	STATE AVERAGE	6	MA	STATE AVERAGE	120,478	171,897	1.426791613	1.9623941	0	43	0	0	0	0	1	2	4	1.426791613	1.96239411	N/A	N/A	N/A		
	STATE AVERAGE	7	RD	STATE AVERAGE	120,692	97,579	0.808496006	1.2652424	0	33	0	0	0	0	0	1	2	3	0.808496006	1.26524236	N/A	N/A	N/A	
STATE AVERAGE	STATE AVERAGE	7	LA	STATE AVERAGE	120,629	110,213	0.913652604	1.483114	0	41	0	0	0	0	1	3	4	0.913652604	1.48311395	N/A	N/A	N/A		
	STATE AVERAGE	7	MA	STATE AVERAGE	120,777	143,487	1.18803249	1.7724323	0	41	0	0	0	0	1	2	3	1.18803249	1.77243233	N/A	N/A	N/A		
	STATE AVERAGE	8	RD	STATE AVERAGE	120,859	111,596	0.923335697	1.3850903	0	35	0	0	0	0	1	1	2	0.923335697	1.38509026	N/A	N/A	N/A		
	STATE AVERAGE	8	LA	STATE AVERAGE	120,724	125,520	1.039726981	1.6325657	0	41	0	0	0	0	1	1	3	1.039726981	1.63256567	N/A	N/A	N/A		
STATE AVERAGE	STATE AVERAGE	8	MA	STATE AVERAGE	120,953	186,083	1.538473622	2.1363255	0	45	0	0	0	0	1	2	4	1.538473622	2.13632549	N/A	N/A	N/A		
	DOUGHERTY COUNTY	ALBANY MIDDLE	6	RD	BELL STEWART	25	34	1.36	1.6041613	0	5	0	0	0	0	1	2	4	0.819264393	1.30272042	1.600897		2.075409	
	DOUGHERTY COUNTY	ALBANY MIDDLE	6	LA	BELL STEWART	25	20	0.8	0.8164966	0	3	0	0	0	0	1	2	2	0.96245521	1.54899919	1.891855		-0.52439	
	DOUGHERTY COUNTY	ALBANY MIDDLE	6	MA	BELL STEWART	25	43	1.72	2.1893682	0	10	0	0	0	0	1	2	4	1.426791613	1.96239411	2.604228		0.747068	
DOUGHERTY COUNTY	ALBANY MIDDLE	6	RD	PORTER	24	20	0.833333333	0.8681147	0	3	0	0	0	0	1	1	2	2	0.819264393	1.30272042	1.617014		0.052907	
	ALBANY MIDDLE	6	LA	PORTER	24	38	1.583333333	2.1852602	0	10	0	0	0	0	1	2	3	0.96245521	1.54899919	1.91102		1.963635		
	ALBANY MIDDLE	6	MA	PORTER	24	32	1.333333333	1.6594045	0	5	0	0	0.5	2.5	4	4	1.426791613	1.96239411	2.628508		-0.23331			
	ALBANY MIDDLE	6	RD	SMITH	25	17	0.68	1.029563	0	3	0	0	0	0	0	1	3	0.819264393	1.30272042	1.600897		-0.53451		
DOUGHERTY COUNTY	ALBANY MIDDLE	6	LA	SMITH	25	15	0.6	0.7637626	0	3	0	0	0	0	0	1	2	0.96245521	1.54899919	1.891855		-1.16997		
	DOUGHERTY COUNTY	ALBANY MIDDLE	6	MA	SMITH	25	38	1.52	1.610383	0	6	0	0	0	0	1	3	4	1.426791613	1.96239411	2.604228		0.237486	
	DOUGHERTY COUNTY	ALBANY MIDDLE	6	RD	THOMAS J	25	10	0.4	0.7071068	0	3	0	0	0	0	1	1	0.819264393	1.30272042	1.600897		-1.60919		
	DOUGHERTY COUNTY	ALBANY MIDDLE	6	LA	THOMAS J	25	26	1.04	1.3686977	0	5	0	0	0	0	1	3	0.96245521	1.54899919	1.891855		0.250306		
DOUGHERTY COUNTY	ALBANY MIDDLE	6	MA	THOMAS J	25	38	1.52	1.6862186	0	6	0	0	0	0	1	3	4	1.426791613	1.96239411	2.604228		0.237486		
	DOUGHERTY COUNTY	ALBANY MIDDLE	6	RD	THOMAS P	11	11	1	1.183216	0	3	0	0	0	1	2	3	0.819264393	1.30272042	1.997619		0.460139		
	DOUGHERTY COUNTY	ALBANY MIDDLE	6	LA	THOMAS P	11	16	1.454545455	1.0357255	0	3	0	0	0	1	1	2	0.96245521	1.54899919	2.363578		1.053634		
	DOUGHERTY COUNTY	ALBANY MIDDLE	6	MA	THOMAS P	11	17	1.545454545	1.2135598	0	4	0	0	0	1	1	2	1.426791613	1.96239411	3.201844		0.200551		
DOUGHERTY COUNTY	ALBANY MIDDLE	6	RD	WHITE D	21	12	0.571428571	0.9783368	0	4	0	0	0	0	0	1	1	2	0.819264393	1.30272042	1.672095		-0.87181	
	DOUGHERTY COUNTY	ALBANY MIDDLE	6	LA	WHITE D	21	26	1.238095238	2.467889	0	10	0	0	0	0	0	1	3	0.96245521	1.54899919	1.976513		0.815456	
	DOUGHERTY COUNTY	ALBANY MIDDLE	6	MA	WHITE D	21	17	0.80952381	1.1670068	0	4	0	0	0	0	0	1	2	1.426791613	1.96239411	2.71148		-1.44144	
	DOUGHERTY COUNTY	ALBANY MIDDLE	6	RD	WHITFIELD	25	31	1.24	2.0672042	0	9	0	0	0	0	1	2	6	0.819264393	1.30272042	1.600897		1.614835	
DOUGHERTY COUNTY	ALBANY MIDDLE	6	LA	WHITFIELD	25	29	1.16	1.8636881	0	9	0	0	0	0	1	1	3	0.96245521	1.54899919	1.891855		0.637653		
	DOUGHERTY COUNTY	ALBANY MIDDLE	6	MA	WHITFIELD	25	49	1.96	3.3847698	0	17	0	0	0	0	1	2	4	1.426791613	1.96239411	2.604228		1.358566	
	DOUGHERTY COUNTY	ALBANY MIDDLE	6	RD	WHITLOW	24	25	1.041666667	1.3666578	0	6	0	0	0	0	1	1	3	0.819264393	1.30272042	1.617014		0.836361	
	DOUGHERTY COUNTY	ALBANY MIDDLE	6	LA	WHITLOW	24	32	1.333333333	1.6854019	0	7	0	0	0	0	1	2	4	0.96245521	1.54899919	1.91102		1.172967	
DOUGHERTY COUNTY	ALBANY MIDDLE	6	MA	WHITLOW	24	37	1.541666667	2.1865034	0	9	0	0	0	0	0	1	2	4	1.426791613	1.96239411	2.628508		0.286778	
	DOUGHERTY COUNTY	ALBANY MIDDLE	7	RD	BASS AEC	2	8	0	0	4	4	4	4	4	4	4	4	4	0.808496006	1.26524236	3.49248	F	3.567276	
	DOUGHERTY COUNTY	ALBANY MIDDLE	7	LA	BASS AEC	2	2	1	1.4142136	0	2	0	0	0	0	1	2	2	0.913652604	1.48311395	4.059812		0.082336	
	DOUGHERTY COUNTY	ALBANY MIDDLE	7	MA	BASS AEC	2	5	2.5	3.5355339	0	5	0	0	0	0	2.5	5	5	1.18803249	1.77243233	4.947929		1.046811	
DOUGHERTY COUNTY	ALBANY MIDDLE	7	RD	BLOCKER	26	25	0.961538462	1.1825657	0	3	0	0	0	0	0	2	3	0.808496006	1.26524236	1.552899		0.161772		
	ALBANY MIDDLE	7	LA	BLOCKER	26	26	1	1.5748016	0	7	0	0	0	0	0.5	1	2	4	0.913652604	1.48311395	1.78624		0.296687	
	ALBANY MIDDLE	7	MA	BLOCKER	26	48	1.846153846	2.5249524	0	12	0	0	0	0	1	3	4	1.18803249	1.77243233	2.23084		1.893316		
	DOUGHERTY COUNTY	ALBANY MIDDLE	7	RD	BROWN AEC	1	1	1	1	1	1	1	1	1	1	1	1	1	0.808496006	1.26524236	4.604223		0.151358	
DOUGHERTY COUNTY	ALBANY MIDDLE	7	MA	BROWN AEC	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0.913652604	1.48311395	5.362994		-0.61604	
	DOUGHERTY COUNTY	ALBANY MIDDLE	7	LA	BROWN AEC	1	1	1	1	1	1	1	1	1	1	1	1	1	1.18803249	1.77243233	6.505329		-0.10609	
	DOUGHERTY COUNTY	ALBANY MIDDLE	7	RD	COX	23	17	0.739130435	0.9637706	0	3	0	0	0	0	0	1	2	3	0.808496006	1.26524236	1.59996		-0.26293
	DOUGHERTY COUNTY	ALBANY MIDDLE	7	LA	COX	23	8	0.347826087	0.4869848	0	1	0	0	0	0	0	1	1	0.913652604	1.48311395	1.841405		-1.82967	
DOUGHERTY COUNTY	ALBANY MIDDLE	7	MA	COX	23	9	0.391304348	0.6563764	0	2	0	0	0	0	0	0	1	2	1.18803249	1.77243233	2.296766		-2.15578	
	DOUGHERTY COUNTY	ALBANY MIDDLE	7	RD	JONES EDWARDS	24	17	0.708333333	1.1220775	0	5	0	0	0	0	0	1	2	0.808496006	1.26524236	1.583296		-0.38783	
	ALBANY MIDDLE	7	LA	JONES EDWARDS	24	45	1.875	2.802367	0	13	0	0	0	0	0	1	2	4	0.913652604	1.48311395	1.821871	F	3.175495	
	DOUGHERTY COUNTY	ALBANY MIDDLE	7	MA	JONES EDWARDS	24	37	1.541666667	1.5030163	0	5	0	0.5	1	2	4	5	1.18803249	1.77243233	2.273421		0.97744		
DOUGHERTY COUNTY	ALBANY MIDDLE	7	RD	LOCKETT	23	26	1.130434783	1.7400195	0	7	0	0	0	0	0	1	4	4	0.808496006	1.26524236	1.59996		1.220291	
	DOUGHERTY COUNTY	ALBANY MIDDLE	7	LA	LOCKETT	23	19	0.826086957	0.9840627	0	3	0	0	0	0	1	2	3	0.913652604	1.48311395	1.841405		-0.28315	
	DOUGHERTY COUNTY	ALBANY MIDDLE	7	MA	LOCKETT	23	27	1.173913043	1.1140497	0	4	0	0	0	0	0	1	2	3	1.18803249	1.77243233	2.296766		-0.03382
	DOUGHERTY COUNTY	ALBANY MIDDLE	7																					

DOUGHERTY COUNTY	DOUGHERTY MID	6	MA	PORTER	24	44	1.833333333	1.7362295	0	6	0	0.5	1	3	4	5	1.426791613	1.96239411	2.628508	1.014903
DOUGHERTY COUNTY	DOUGHERTY MID	6	RD	TRIVEDI ZIEMBA	25	36	1.44	2.001666	0	7	0	0	1	2	4	6	0.819264393	1.30272042	1.600897	2.382459
DOUGHERTY COUNTY	DOUGHERTY MID	6	LA	TRIVEDI ZIEMBA	25	23	0.92	1.4977761	0	7	0	0	1	1	2	3	0.96245521	1.54899919	1.891855	-0.13704
DOUGHERTY COUNTY	DOUGHERTY MID	6	MA	TRIVEDI ZIEMBA	25	32	1.28	1.4294521	0	4	0	0	1	2	4	4	1.426791613	1.96239411	2.604228	-0.37401
DOUGHERTY COUNTY	DOUGHERTY MID	6	RD	WILKINS	19	33	1.736842105	3.347339	0	15	0	0	1	2	3	15	0.819264393	1.30272042	1.715858	F
DOUGHERTY COUNTY	DOUGHERTY MID	6	LA	WILKINS	19	37	1.947368421	3.8220658	0	16	0	0	0	2	6	16	0.96245521	1.54899919	2.02855	2.771555
DOUGHERTY COUNTY	DOUGHERTY MID	6	MA	WILKINS	19	24	1.263157895	1.4469165	0	5	0	0	1	2	4	5	1.426791613	1.96239411	2.777404	-0.36347
DOUGHERTY COUNTY	DOUGHERTY MID	7	RD	BALL	29	32	1.103448276	1.6112291	0	8	0	0	1	1	2	4	0.808496006	1.26524236	1.513345	1.255385
DOUGHERTY COUNTY	DOUGHERTY MID	7	LA	BALL	29	36	1.24137931	1.9208475	0	9	0	0	1	2	3	5	0.913652604	1.48311395	1.739875	1.189971
DOUGHERTY COUNTY	DOUGHERTY MID	7	MA	BALL	29	46	1.586206897	1.9182813	0	6	0	0	1	3	5	6	1.18803249	1.77243233	2.17543	1.20977
DOUGHERTY COUNTY	DOUGHERTY MID	7	RD	BASS AEC	4	4	1	1.1547005	0	2	0	0	1	2	2	2	0.808496006	1.26524236	2.70636	0.302715
DOUGHERTY COUNTY	DOUGHERTY MID	7	LA	BASS AEC	4	2	0.5	0.5773503	0	1	0	0.5	1	1	1	1	0.913652604	1.48311395	3.138324	-0.55782
DOUGHERTY COUNTY	DOUGHERTY MID	7	MA	BASS AEC	4	3	0.75	0	0.5	0	1	0.5	1	1	1	1	1.18803249	1.77243233	3.846681	-0.49427
DOUGHERTY COUNTY	DOUGHERTY MID	7	RD	BROWN	23	30	1.304347826	1.5502136	0	6	0	0	1	2	3	4	0.808496006	1.26524236	1.59996	1.879499
DOUGHERTY COUNTY	DOUGHERTY MID	7	LA	BROWN	23	26	1.130434783	0.9197009	0	3	0	0	1	2	2	2	0.913652604	1.48311395	1.841405	0.700992
DOUGHERTY COUNTY	DOUGHERTY MID	7	MA	BROWN	23	48	2.086956522	3.563108	0	12	0	0	1	2	7	11	1.18803249	1.77243233	2.296766	2.432301
DOUGHERTY COUNTY	DOUGHERTY MID	7	RD	BROWN AEC	1	0	0	0	0	0	0	0	0	0	0	0	0.808496006	1.26524236	4.604223	-0.639
DOUGHERTY COUNTY	DOUGHERTY MID	7	LA	BROWN AEC	1	0	0	0	0	0	0	0	0	0	0	0	0.913652604	1.48311395	5.362994	-0.61604
DOUGHERTY COUNTY	DOUGHERTY MID	7	MA	BROWN AEC	1	2	2	0	2	2	2	2	2	2	2	2	1.18803249	1.77243233	6.505329	0.458109
DOUGHERTY COUNTY	DOUGHERTY MID	7	RD	BUTLER AEC	5	6	1.2	1.0954451	0	3	0	1	1	1	3	3	0.808496006	1.26524236	2.505997	0.691907
DOUGHERTY COUNTY	DOUGHERTY MID	7	LA	BUTLER AEC	5	4	0.8	0.83666	0	2	0	0	1	1	2	2	0.913652604	1.48311395	2.903459	-0.17135
DOUGHERTY COUNTY	DOUGHERTY MID	7	MA	BUTLER AEC	5	9	1.8	2.4899799	0	6	0	0	1	2	6	6	1.18803249	1.77243233	3.566	0.772047
DOUGHERTY COUNTY	DOUGHERTY MID	7	RD	FAIR	23	22	0.956521739	0.9282565	0	3	0	0	1	1	2	3	0.808496006	1.26524236	1.59996	0.561083
DOUGHERTY COUNTY	DOUGHERTY MID	7	LA	FAIR	23	32	1.391304348	1.4377739	0	5	0	0	1	2	3	4	0.913652604	1.48311395	1.841405	1.54546
DOUGHERTY COUNTY	DOUGHERTY MID	7	MA	FAIR	23	22	0.956521739	1.5219085	0	7	0	0	1	1	2	3	1.18803249	1.77243233	2.296766	-0.62642
DOUGHERTY COUNTY	DOUGHERTY MID	7	RD	JACKSON	21	21	1	1.048088	0	3	0	0	1	2	2	3	0.808496006	1.26524236	1.636792	0.693670
DOUGHERTY COUNTY	DOUGHERTY MID	7	LA	JACKSON	21	17	0.80952381	1.0304876	0	4	0	0	1	1	2	2	0.913652604	1.48311395	1.884579	-0.32174
DOUGHERTY COUNTY	DOUGHERTY MID	7	MA	JACKSON	21	36	1.714285714	2.2834811	0	8	0	0	1	3	5	5	1.18803249	1.77243233	2.348362	1.360613
DOUGHERTY COUNTY	DOUGHERTY MID	7	RD	JONES	29	28	0.965517241	1.3753638	0	5	0	0	0	2	3	4	0.808496006	1.26524236	1.513345	0.668319
DOUGHERTY COUNTY	DOUGHERTY MID	7	LA	JONES	29	24	0.827586207	1.0374751	0	4	0	0	1	1	2	3	0.913652604	1.48311395	1.739875	-0.31251
DOUGHERTY COUNTY	DOUGHERTY MID	7	MA	JONES	29	84	2.896551724	4.8354703	0	18	0	0	1	2	14	16	1.18803249	1.77243233	2.17543	F
DOUGHERTY COUNTY	DOUGHERTY MID	7	RD	MOORE	24	29	1.208333333	1.2150923	0	5	0	0	1	2	2	3	0.808496006	1.26524236	1.583296	1.548158
DOUGHERTY COUNTY	DOUGHERTY MID	7	LA	MOORE	24	35	1.458333333	1.9995471	0	9	0	0	1	2	4	4	0.913652604	1.48311395	1.821871	1.799174
DOUGHERTY COUNTY	DOUGHERTY MID	7	MA	MOORE	24	42	1.75	2.3265948	0	10	0	0	1	2	5	5	1.18803249	1.77243233	2.273421	1.553271
DOUGHERTY COUNTY	DOUGHERTY MID	7	RD	REYNOLDS	28	17	0.607142857	0.7859547	0	2	0	0	0	1	2	2	0.808496006	1.26524236	1.525821	-0.8421
DOUGHERTY COUNTY	DOUGHERTY MID	7	LA	REYNOLDS	28	38	1.357142857	1.7043362	0	5	0	0.5	2	4	5	5	0.913652604	1.48311395	1.754499	1.582299
DOUGHERTY COUNTY	DOUGHERTY MID	7	MA	REYNOLDS	28	38	1.357142857	1.5919772	0	5	0	0	1	2	4	5	1.18803249	1.77243233	2.192907	0.50487
DOUGHERTY COUNTY	DOUGHERTY MID	7	RD	SAMUELS AEC	2	3	1.5	0.7071068	1	2	1	1.5	2	2	2	2	0.808496006	1.26524236	3.49248	0.772923
DOUGHERTY COUNTY	DOUGHERTY MID	7	LA	SAMUELS AEC	2	3	1.5	0.7071068	1	2	1	1.5	2	2	2	2	0.913652604	1.48311395	4.059812	0.559108
DOUGHERTY COUNTY	DOUGHERTY MID	7	MA	SAMUELS AEC	2	4	2	1.4142136	1	3	1	1	2	3	3	3	1.18803249	1.77243233	4.947929	0.647864
DOUGHERTY COUNTY	DOUGHERTY MID	7	RD	SHOR	4	1	0.25	0.5	0	1	0	0	0.5	1	1	1	0.808496006	1.26524236	2.70636	-0.88283
DOUGHERTY COUNTY	DOUGHERTY MID	7	LA	SHOR	3	0	0	0	0	0	0	0	0	0	0	0	0.913652604	1.48311395	3.482481	-1.06701
DOUGHERTY COUNTY	DOUGHERTY MID	7	MA	SHOR	4	2	0.5	0	1	0	2	0	0	1	2	2	1.18803249	1.77243233	3.846681	-0.77637
DOUGHERTY COUNTY	DOUGHERTY MID	7	RD	WILLIAMS	21	31	1.476190476	2.0154168	0	9	0	0	1	2	3	3	0.808496006	1.26524236	1.636792	2.41832
DOUGHERTY COUNTY	DOUGHERTY MID	7	LA	WILLIAMS	21	34	1.619047619	1.8567765	0	7	0	0	1	3	4	4	0.913652604	1.48311395	1.884579	2.179553
DOUGHERTY COUNTY	DOUGHERTY MID	7	MA	WILLIAMS	21	50	2.380952381	2.1789032	0	7	0	1	2	4	5	6	1.18803249	1.77243233	2.348362	F
DOUGHERTY COUNTY	DOUGHERTY MID	8	RD	ANDERSON	24	25	1.041666667	1.3014763	0	5	0	0	1	2	3	3	0.92335697	1.38509026	1.771548	0.418454
DOUGHERTY COUNTY	DOUGHERTY MID	8	LA	ANDERSON	24	27	1.125	1.4836061	0	6	0	0	1	1.5	3	4	1.039726981	1.63256567	2.039465	0.255886
DOUGHERTY COUNTY	DOUGHERTY MID	8	MA	ANDERSON	24	38	1.583333333	1.3805061	0	5	0	0	2	2	3	4	1.538473622	2.13632549	2.8467	0.102871
DOUGHERTY COUNTY	DOUGHERTY MID	8	RD	BOZEMAN	22	18	0.818181818	1.0527227	0	3	0	0	0	2	2	3	0.92335697	1.38509026	1.809264	-0.35616
DOUGHERTY COUNTY	DOUGHERTY MID	8	LA	BOZEMAN	22	35	1.590909091	2.3229515	0	9	0	0	0.5	2	4	6	1.039726981	1.63256567	2.083919	1.583565
DOUGHERTY COUNTY	DOUGHERTY MID	8	MA	BOZEMAN	22	39	1.772727273	1.8754509	0	7	0	0	1	3	4	5	1.538473622	2.13632549	2.904872	0.514316
DOUGHERTY COUNTY	DOUGHERTY MID	8	RD	GREEN	28	20	0.714285714	0.9759001	0	3	0	0	0	1	2	3	0.92335697	1.38509026	1.708629	-0.79872
DOUGHERTY COUNTY	DOUGHERTY MID	8	LA	GREEN	28	32	1.142857143	2.031498	0	9	0	0.5	1	3	6	6	1.039726981	1.63256567	1.965305	0.334267
DOUGHERTY COUNTY	DOUGHERTY MID	8	MA	GREEN	28	29	1.035714286	1.1700631	0	4	0	0	1	2	3	3	1.538473622	2.13632549	2.749656	-1.24529
DOUGHERTY COUNTY	DOUGHERTY MID	8	RD	HUFFAKER	26	29	1.115384615	1.505375	0	7	0	0	1	2	2	2	0.92335697	1.38509026	1.738273	0.706923
DOUGHERTY COUNTY	DOUGHERTY MID	8	LA	HUFFAKER	26	42														

DOUGHERTY COUNTY	DOUGHERTY MID	8	LA	NEWBERRY	27	28	1.037037037	1.0912759	0	4	0	0	1	2	2	3	1.039726981	1.63256567	1.982289	-0.00856
DOUGHERTY COUNTY	DOUGHERTY MID	8	MA	NEWBERRY	27	54	2	1.6408253	0	7	0	1	2	3	4	5	1.538473622	2.13632549	2.771882	1.122564
DOUGHERTY COUNTY	DOUGHERTY MID	8	RD	OKEDIJI	28	44	1.571428571	2.3637474	0	12	0	0	1	2	3	5	0.923335697	1.38509026	1.708629	2.475848
DOUGHERTY COUNTY	DOUGHERTY MID	8	LA	OKEDIJI	28	62	2.214285714	2.910481	0	11	0	0	1.5	3.5	6	10	1.039726981	1.63256567	1.965305	F
DOUGHERTY COUNTY	DOUGHERTY MID	8	MA	OKEDIJI	28	62	2.214285714	1.9504443	0	8	0	1	2	3	4	7	1.538473622	2.13632549	2.749656	1.673931
DOUGHERTY COUNTY	DOUGHERTY MID	8	RD	RICHARDSON	7	4	0.571428571	0.7867958	0	2	0	0	0	1	2	2	0.923335697	1.38509026	2.493902	-0.67224
DOUGHERTY COUNTY	DOUGHERTY MID	8	LA	RICHARDSON	7	7	1	0.8164966	0	2	0	0	1	2	2	2	1.039726981	1.63256567	2.890882	-0.06438
DOUGHERTY COUNTY	DOUGHERTY MID	8	MA	RICHARDSON	8	8	1	1.4142136	0	4	0	0	0.5	1.5	4	4	1.538473622	2.13632549	3.804389	-0.71292
DOUGHERTY COUNTY	DOUGHERTY MID	8	RD	SMITH	21	24	1.142857143	1.0141851	0	3	0	0	1	2	2	3	0.923335697	1.38509026	2.810111	0.726217
DOUGHERTY COUNTY	DOUGHERTY MID	8	LA	SMITH	21	24	1.142857143	1.1526367	0	4	0	0	1	2	2	4	1.039726981	1.63256567	2.108492	0.289484
DOUGHERTY COUNTY	DOUGHERTY MID	8	MA	SMITH	21	38	1.80952381	1.8060744	0	6	0	0	1	3	4	5	1.538473622	2.13632549	2.937027	0.581423
DOUGHERTY COUNTY	DOUGHERTY MID	8	RD	STELMACK	28	26	0.928571429	1.3032316	0	5	0	0	0.5	1	3	4	0.923335697	1.38509026	1.708629	0.019921
DOUGHERTY COUNTY	DOUGHERTY MID	8	LA	STELMACK	28	30	1.071428571	1.2149858	0	5	0	0	1	2	3	3	1.039726981	1.63256567	1.965305	0.102752
DOUGHERTY COUNTY	DOUGHERTY MID	8	MA	STELMACK	28	41	1.464285714	1.8950646	0	6	0	0	1	2	5	6	1.538473622	2.13632549	2.749656	-0.18376
DOUGHERTY COUNTY	MERRY ACRES M	6	RD	ABBOTT	22	21	0.954545455	1.6468519	0	7	0	0	0	2	2	3	0.819264393	1.30272042	1.652487	0.487076
DOUGHERTY COUNTY	MERRY ACRES M	6	LA	ABBOTT	22	33	1.5	1.4719601	0	5	0	0	1	2	4	4	0.96245521	1.54899919	1.953198	1.627702
DOUGHERTY COUNTY	MERRY ACRES M	6	MA	ABBOTT	22	34	1.545454545	2.1542267	0	8	0	0	1	2	4	5	1.426791613	1.96239411	2.681943	0.283622
DOUGHERTY COUNTY	MERRY ACRES M	6	RD	BROWNE	14	1	0.071428571	0.2672612	0	1	0	0	0	0	0	1	0.819264393	1.30272042	1.863764	-2.14792
DOUGHERTY COUNTY	MERRY ACRES M	6	LA	BROWNE	14	1	0.071428571	0.2672612	0	1	0	0	0	0	0	1	0.96245521	1.54899919	2.204418	-2.1523
DOUGHERTY COUNTY	MERRY ACRES M	6	MA	BROWNE	14	4	0.285714286	0.8254203	0	3	0	0	0	0	1	3	1.426791613	1.96239411	3.000207	-2.17567
DOUGHERTY COUNTY	MERRY ACRES M	6	RD	BUMGARDNER	12	0		0	0	0	0	0	0	0	0	0	0.819264393	1.30272042	1.947453	-2.17853
DOUGHERTY COUNTY	MERRY ACRES M	6	LA	BUMGARDNER	12	7	0.583333333	0.7929615	0	2	0	0	0	1	2	2	0.96245521	1.54899919	2.303928	-0.84785
DOUGHERTY COUNTY	MERRY ACRES M	6	MA	BUMGARDNER	12	13	1.083333333	1.7298625	0	6	0	0	0.5	1.5	2	6	1.426791613	1.96239411	3.126275	-0.60629
DOUGHERTY COUNTY	MERRY ACRES M	6	RD	COLLINS	16	15	0.9375	1.3400871	0	4	0	0	0.5	1	4	4	0.819264393	1.30272042	1.796305	0.363042
DOUGHERTY COUNTY	MERRY ACRES M	6	LA	COLLINS	16	16	1	1.8973666	0	7	0	0	0	1	4	7	0.96245521	1.54899919	2.124205	0.096952
DOUGHERTY COUNTY	MERRY ACRES M	6	MA	COLLINS	16	85	5.3125	4.2224598	0	12	1	1	5	9	12	12	1.426791613	1.96239411	2.898587	F
DOUGHERTY COUNTY	MERRY ACRES M	6	RD	CUTLIFF	21	24	1.142857143	1.8516402	0	6	0	0	0	1	5	5	0.819264393	1.30272042	1.672095	1.138301
DOUGHERTY COUNTY	MERRY ACRES M	6	LA	CUTLIFF	21	47	2.238095238	4.3463175	0	20	0	0	1	2	3	6	0.96245521	1.54899919	1.976513	F
DOUGHERTY COUNTY	MERRY ACRES M	6	MA	CUTLIFF	21	46	2.19047619	2.6195238	0	9	0	0	1	3	6	7	1.426791613	1.96239411	2.71148	3.773867
DOUGHERTY COUNTY	MERRY ACRES M	6	RD	DANIEL	20	19	0.95	1.8202082	0	8	0	0	0	1	2	5	0.819264393	1.30272042	1.693156	1.783353
DOUGHERTY COUNTY	MERRY ACRES M	6	LA	DANIEL	20	10	0.5	1.051315	0	4	0	0	0	0.5	2	3	0.96245521	1.54899919	2.001555	-1.33516
DOUGHERTY COUNTY	MERRY ACRES M	6	MA	DANIEL	20	23	1.15	0.9880869	0	3	0	0	1	2	2.5	3	1.426791613	1.96239411	2.743206	-0.63079
DOUGHERTY COUNTY	MERRY ACRES M	6	RD	DYDELL	19	20	1.052631579	1.0787691	0	3	0	0	1	2	3	3	0.819264393	1.30272042	1.715858	0.780846
DOUGHERTY COUNTY	MERRY ACRES M	6	LA	DYDELL	19	6	0.315789474	0.4775669	0	1	0	0	0	1	1	1	0.96245521	1.54899919	2.02855	-1.81972
DOUGHERTY COUNTY	MERRY ACRES M	6	MA	DYDELL	19	39	2.052631579	2.0405251	0	8	0	0	2	3	5	8	1.426791613	1.96239411	2.777404	1.390125
DOUGHERTY COUNTY	MERRY ACRES M	6	RD	HARPE	13	13	1	0.7071068	0	2	0	1	1	2	2	2	0.819264393	1.30272042	1.903193	0.500224
DOUGHERTY COUNTY	MERRY ACRES M	6	LA	HARPE	13	15	1.153846154	1.2142318	0	3	0	0	1	2	3	3	0.96245521	1.54899919	2.2513	0.445494
DOUGHERTY COUNTY	MERRY ACRES M	6	MA	HARPE	13	21	1.615384615	1.3867505	0	4	0	1	1	2	4	4	1.426791613	1.96239411	3.059602	0.346506
DOUGHERTY COUNTY	MERRY ACRES M	6	RD	HOLMES	12	2	0.166666667	0.3892495	0	1	0	0	0	0	0	1	0.96245521	1.54899919	2.303928	-1.95694
DOUGHERTY COUNTY	MERRY ACRES M	6	LA	HOLMES	12	4	0.333333333	0.492366	0	1	0	0	0	1	1	1	1.426791613	1.96239411	3.126275	-1.93022
DOUGHERTY COUNTY	MERRY ACRES M	6	MA	HOLMES	12	31	1.823529412	2.270333	0	9	0	1	1	3	4	9	0.819264393	1.30272042	1.767133	F
DOUGHERTY COUNTY	MERRY ACRES M	6	RD	HOLSEY	17	27	1.588235294	2.450902	0	9	0	0	1	2	5	9	0.96245521	1.54899919	2.089518	1.665693
DOUGHERTY COUNTY	MERRY ACRES M	6	MA	HOLSEY	17	54	3.176470588	3.1865988	0	11	0	1	3	5	9	11	1.426791613	1.96239411	2.854643	F
DOUGHERTY COUNTY	MERRY ACRES M	6	RD	SHEPPARD	17	36	2.117647059	2.7812397	0	10	0	0	1	2	7	10	0.819264393	1.30272042	1.767133	F
DOUGHERTY COUNTY	MERRY ACRES M	6	LA	SHEPPARD	17	30	1.764705882	1.7510501	0	5	0	0	1	3	5	5	0.96245521	1.54899919	2.089518	2.13542
DOUGHERTY COUNTY	MERRY ACRES M	6	MA	SHEPPARD	17	36	2.117647059	2.8880765	0	7	0	0	1	1	2	7	1.426791613	1.96239411	2.854643	1.451528
DOUGHERTY COUNTY	MERRY ACRES M	6	RD	SIZEMORE	11	12	1.090909091	1.0446659	0	3	0	0	1	2	2	3	0.819264393	1.30272042	1.997619	0.891586
DOUGHERTY COUNTY	MERRY ACRES M	6	LA	SIZEMORE	11	9	0.818181818	1.0787198	0	3	0	0	0	2	2	3	0.96245521	1.54899919	2.363578	-0.30891
DOUGHERTY COUNTY	MERRY ACRES M	6	MA	SIZEMORE	11	20	1.818181818	1.3280197	0	5	1	1	2	2	3	5	1.426791613	1.96239411	3.201844	0.661485
DOUGHERTY COUNTY	MERRY ACRES M	6	RD	THOMAS	4	11	2.75	2.7537853	0	6	0	0.5	2.5	5	6	6	0.819264393	1.30272042	2.773345	2.964416
DOUGHERTY COUNTY	MERRY ACRES M	6	LA	THOMAS	4	2	0.5	0.5773503	0	1	0	0	0.5	1	1	1	0.96245521	1.54899919	3.285954	-0.5971
DOUGHERTY COUNTY	MERRY ACRES M	6	MA	THOMAS	4	8	2	1.8257419	0	4	0	0.5	2	3.5	4	4	1.426791613	1.96239411	4.370383	0.584193
DOUGHERTY COUNTY	MERRY ACRES M	6	RD	TURNER	22	24	1.090909091	1.5708381	0	6	0	0	1	1	2	5	0.819264393	1.30272042	1.652487	0.978051
DOUGHERTY COUNTY	MERRY ACRES M	6	LA	TURNER	22	20	0.909090909	0.971454	0	4	0	0	1	1	2	2	0.96245521	1.54899919	1.953198	-0.16159
DOUGHERTY COUNTY	MERRY ACRES M	6	MA	TURNER	22	34	1.545454545	1.5345939	0	6	0	0	1.5	2	3	4	1.426791613	1.96239411	2.681943	0.283622
DOUGHERTY COUNTY	MERRY ACRES M	6	RD	UDOTO	21	34	1.619047619	3.0736879	0	12	0	0	0	2	4	8	0.819264393	1.30272042	1.672095	2.813395
DOUGHERTY COUNTY	MERRY ACRES M	6	LA	UDOTO	21	17	0.80952381	1.8606195	0	8	0	0	0	1	2	3	0.96245521	1.54899919	1.976513	-0.45243

DOUGHERTY COUNTY	MERRY ACRES M	6	MA	UDOTO	21	55	2.619047619	3.0409898	0	13	0	1	2	3	6	6	1.426791613	1.96239411	2.71148	2.784152
DOUGHERTY COUNTY	MERRY ACRES M	7	RD	ARMONA	13	25	1.930706923	2.1779784	0	7	0	1	1	2	6	7	0.808496006	1.26524236	1.861241	F
DOUGHERTY COUNTY	MERRY ACRES M	7	LA	ARMONA	13	17	1.307692308	1.4366985	0	4	0	0	1	2	4	4	0.913652604	1.48311395	2.147678	0.957937
DOUGHERTY COUNTY	MERRY ACRES M	7	MA	ARMONA	13	12	0.930706923	1.1151636	0	4	0	0	1	1	2	4	1.18803249	1.77243233	2.662785	-0.53898
DOUGHERTY COUNTY	MERRY ACRES M	7	RD	BANKOLE	25	24	0.96	1.1357817	0	3	0	0	1	2	3	3	0.808496006	1.26524236	1.567641	0.598715
DOUGHERTY COUNTY	MERRY ACRES M	7	LA	BANKOLE	25	16	0.64	0.9949874	0	3	0	0	0	1	2	3	0.913652604	1.48311395	1.803521	-0.92256
DOUGHERTY COUNTY	MERRY ACRES M	7	MA	BANKOLE	25	30	1.2	1.2909944	0	4	0	0	1	2	3	4	1.18803249	1.77243233	2.251492	0.03376
DOUGHERTY COUNTY	MERRY ACRES M	7	RD	BASS AEC	5	7	1.4	2.607681	0	6	0	0	0	1	6	6	0.808496006	1.26524236	2.505997	1.045367
DOUGHERTY COUNTY	MERRY ACRES M	7	LA	BASS AEC	5	5	1	1.4142136	0	3	0	0	0	2	3	3	0.913652604	1.48311395	2.903459	0.130185
DOUGHERTY COUNTY	MERRY ACRES M	7	MA	BASS AEC	5	7	1.4	1.5165751	0	3	0	0	1	3	3	3	1.18803249	1.77243233	3.566	0.267414
DOUGHERTY COUNTY	MERRY ACRES M	7	RD	BRINSON DEATRIC	24	21	0.875	1.1909989	0	5	0	0	1	1	2	3	0.808496006	1.26524236	1.583296	0.257501
DOUGHERTY COUNTY	MERRY ACRES M	7	LA	BRINSON DEATRIC	24	34	1.416666667	1.7173454	0	8	0	0	1	2	3	3	0.913652604	1.48311395	1.821871	1.661542
DOUGHERTY COUNTY	MERRY ACRES M	7	MA	BRINSON DEATRIC	24	40	1.666666667	1.8804871	0	7	0	0	1	2	4	6	1.18803249	1.77243233	2.273421	1.322939
DOUGHERTY COUNTY	MERRY ACRES M	7	RD	BROWN AEC	5	5	1	1.2247449	0	3	0	0	1	1	3	3	0.808496006	1.26524236	2.505997	0.338446
DOUGHERTY COUNTY	MERRY ACRES M	7	LA	BROWN AEC	5	2	0.4	0.5477226	0	1	0	0	0	1	1	1	0.913652604	1.48311395	2.903459	-0.77443
DOUGHERTY COUNTY	MERRY ACRES M	7	MA	BROWN AEC	5	6	1.2	0.83666	0	2	0	1	1	2	2	2	1.18803249	1.77243233	3.566	0.015098
DOUGHERTY COUNTY	MERRY ACRES M	7	RD	BRYANT	21	18	0.857142857	1.1952286	0	4	0	0	0	2	2	3	0.808496006	1.26524236	1.636792	0.176194
DOUGHERTY COUNTY	MERRY ACRES M	7	LA	BRYANT	21	7	0.333333333	0.5773503	0	2	0	0	0	0	1	1	0.913652604	1.48311395	1.884579	-1.79309
DOUGHERTY COUNTY	MERRY ACRES M	7	MA	BRYANT	21	18	0.857142857	1.3522468	0	5	0	0	0	2	2	3	1.18803249	1.77243233	2.348362	-0.85551
DOUGHERTY COUNTY	MERRY ACRES M	7	RD	BUTLER AEC	2	4	2	0	2	2	2	2	2	2	2	2	0.808496006	1.26524236	3.49248	1.331793
DOUGHERTY COUNTY	MERRY ACRES M	7	LA	BUTLER AEC	2	2	1	1.4142136	0	2	0	0	1	2	2	2	1.18803249	1.77243233	4.947929	-0.39444
DOUGHERTY COUNTY	MERRY ACRES M	7	RD	CLARK	15	5	0.333333333	0.8997354	0	3	0	0	0	0	2	3	0.808496006	1.26524236	1.788549	-1.4545
DOUGHERTY COUNTY	MERRY ACRES M	7	LA	CLARK	15	12	0.8	0.9411239	0	3	0	0	1	1	2	3	0.913652604	1.48311395	2.062468	-0.29679
DOUGHERTY COUNTY	MERRY ACRES M	7	MA	CLARK	15	14	0.933333333	1.7511901	0	7	0	0	1	1	1	7	1.18803249	1.77243233	2.560953	-0.55655
DOUGHERTY COUNTY	MERRY ACRES M	7	RD	MACON	23	22	0.956521739	1.3644266	0	4	0	0	0	2	3	4	0.808496006	1.26524236	1.59996	0.561083
DOUGHERTY COUNTY	MERRY ACRES M	7	LA	MACON	23	21	0.913043478	0.8481554	0	3	0	0	1	1	2	2	0.913652604	1.48311395	1.841405	-0.00197
DOUGHERTY COUNTY	MERRY ACRES M	7	MA	MACON	23	27	1.173913043	1.5565747	0	7	0	0	1	1	3	3	1.18803249	1.77243233	2.296766	-0.0382
DOUGHERTY COUNTY	MERRY ACRES M	7	RD	REY	20	25	1.25	1.332785	0	5	0	0	1	2	3	4.5	0.808496006	1.26524236	1.657246	1.560544
DOUGHERTY COUNTY	MERRY ACRES M	7	LA	REY	20	24	1.2	0.8944272	0	3	0	0.5	1	2	2	2.5	0.913652604	1.48311395	1.908556	0.863443
DOUGHERTY COUNTY	MERRY ACRES M	7	MA	REY	20	45	2.25	2.0994987	0	6	0	2.5	4	5	5.5	5.5	1.18803249	1.77243233	2.377016	2.679517
DOUGHERTY COUNTY	MERRY ACRES M	7	RD	RIVERS	23	30	1.304347826	1.1455361	0	4	0	1	1	2	3	4	0.808496006	1.26524236	1.59996	1.879499
DOUGHERTY COUNTY	MERRY ACRES M	7	LA	RIVERS	23	25	1.086956522	0.949308	0	3	0	0	1	2	2	3	0.913652604	1.48311395	1.841405	0.5604
DOUGHERTY COUNTY	MERRY ACRES M	7	MA	RIVERS	23	29	1.260869565	1.1368774	0	4	0	0	1	2	2	3	1.18803249	1.77243233	2.296766	0.197082
DOUGHERTY COUNTY	MERRY ACRES M	7	RD	SAMUELS AEC	4	5	1.25	2.5	0	5	0	0	0	2.5	5	5	0.808496006	1.26524236	2.70636	0.697896
DOUGHERTY COUNTY	MERRY ACRES M	7	LA	SAMUELS AEC	4	3	0.75	0.9574271	0	2	0	0	0.5	1.5	2	2	0.913652604	1.48311395	3.138324	-0.22069
DOUGHERTY COUNTY	MERRY ACRES M	7	MA	SAMUELS AEC	4	4	1	0.8164966	0	2	0	0.5	1.5	2	2	1.18803249	1.77243233	3.846681	-0.21217	
DOUGHERTY COUNTY	MERRY ACRES M	7	RD	SHOR	8	1	0.125	0.3535534	0	1	0	0	0	0	1	1	0.808496006	1.26524236	2.150488	-1.52794
DOUGHERTY COUNTY	MERRY ACRES M	7	LA	SHOR	9	6	0.666666667	0.8660254	0	2	0	0	0	1	2	2	0.913652604	1.48311395	2.396767	-0.4996
DOUGHERTY COUNTY	MERRY ACRES M	7	MA	SHOR	7	7	1	0.8164966	0	2	0	0	1	2	2	2	1.18803249	1.77243233	3.197782	-0.28068
DOUGHERTY COUNTY	MERRY ACRES M	7	RD	STOLZE	21	20	0.952380952	1.1169687	0	4	0	0	1	1	2	3	0.808496006	1.26524236	1.636792	0.521136
DOUGHERTY COUNTY	MERRY ACRES M	7	LA	STOLZE	21	26	1.238095238	1.972429	0	7	0	0	1	1	3	6	0.913652604	1.48311395	1.884579	1.002474
DOUGHERTY COUNTY	MERRY ACRES M	7	MA	STOLZE	21	27	1.285714286	1.3835771	0	4	0	0	1	2	3	4	1.18803249	1.77243233	2.348362	0.252554
DOUGHERTY COUNTY	MERRY ACRES M	7	RD	TESTER	23	23	1	1.3142575	0	5	0	0	1	2	3	3	0.808496006	1.26524236	1.59996	0.725985
DOUGHERTY COUNTY	MERRY ACRES M	7	LA	TESTER	23	32	1.391304348	2.9808347	0	14	0	0	0	1	3	4	0.913652604	1.48311395	1.841405	1.544546
DOUGHERTY COUNTY	MERRY ACRES M	7	MA	TESTER	23	53	2.304347826	2.9300137	0	10	0	0	1	3	7	9	1.18803249	1.77243233	2.296766	0.3020516
DOUGHERTY COUNTY	MERRY ACRES M	7	RD	WILES	13	7	0.538461538	0.877058	0	3	0	0	0	1	1	1	0.808496006	1.26524236	1.861241	F
DOUGHERTY COUNTY	MERRY ACRES M	7	LA	WILES	13	1	0.076923077	0.2773501	0	1	0	0	0	0	1	1	0.913652604	1.48311395	2.146768	-0.76952
DOUGHERTY COUNTY	MERRY ACRES M	7	MA	WILES	13	13	1	1.2909944	0	4	0	0	1	1	3	4	1.18803249	1.77243233	2.662785	-0.3825
DOUGHERTY COUNTY	MERRY ACRES M	7	RD	WILLIAMS	23	35	1.52173913	2.2536751	0	8	0	0	1	1	6	6	0.808496006	1.26524236	1.59996	2.703509
DOUGHERTY COUNTY	MERRY ACRES M	7	LA	WILLIAMS	23	22	0.956521739	1.6370223	0	6	0	0	0	1	3	5	0.913652604	1.48311395	1.841405	0.138623
DOUGHERTY COUNTY	MERRY ACRES M	7	MA	WILLIAMS	23	28	1.217391304	1.204056	0	4	0	0	1	2	3	3	1.18803249	1.77243233	2.296766	0.079439
DOUGHERTY COUNTY	MERRY ACRES M	8	RD	BLACK	24	51	2.125	2.609556	0	10	0	1	2.5	7	8	0.92335697	1.38509026	1.771548	F	
DOUGHERTY COUNTY	MERRY ACRES M	8	LA	BLACK	24	27	1.125	1.4836061	0	5	0	0	1	1.5	4	4	1.039726981	1.63256567	2.039465	0.255886
DOUGHERTY COUNTY	MERRY ACRES M	8	MA	BLACK	24	44	1.833333333	2.3343683	0	10	0	0	1	3	4	6	1.538473622	2.13632549	2.8467	0.676166
DOUGHERTY COUNTY	MERRY ACRES M	8	RD	DUCK	9	11	1.222222222	1.5634719	0	4	0	0	2	2	4	4	0.92335697	1.38509026	2.308447	0.647319
DOUGHERTY COUNTY	MERRY ACRES M	8	LA	DUCK	9	22	2.444444444	3.4681087	0	11	0	1	1	3	11	11	1.039726981	1.63256567	2.672493	2.581307
DOUGHERTY COUNTY	MERRY ACRES M	8	MA	DUCK	9	19	2.111111111	2.4209732												

DOUGHERTY COUNTY	MERRY ACRES M	8	LA	GOSHA	22	29	1.318181818	1.0861186	0	3	0	0	1	2	3	3	1.039726981	1.63256567	2.083919	0.80001
DOUGHERTY COUNTY	MERRY ACRES M	8	MA	GOSHA	22	46	2.090909091	2.8100007	0	12	0	0	1	3	5	6	1.538473622	2.13632549	2.904872	1.212901
DOUGHERTY COUNTY	MERRY ACRES M	8	RD	GUYTON	12	14	1.166666667	1.806733	0	6	0	0	0.5	1.5	3	6	0.92335697	1.38509026	2.12288	0.608516
DOUGHERTY COUNTY	MERRY ACRES M	8	LA	GUYTON	11	15	1.363636364	1.2060454	0	3	0	0	1	3	3	3	1.039726981	1.63256567	2.516438	0.658035
DOUGHERTY COUNTY	MERRY ACRES M	8	MA	GUYTON	11	9	0.818181818	1.2504545	0	4	0	0	0	1	2	4	1.538473622	2.13632549	3.470853	-1.1825
DOUGHERTY COUNTY	MERRY ACRES M	8	RD	HARTER	20	23	1.15	1.6630663	0	6	0	0	1	1.5	3.5	5.5	0.92335697	1.38509026	1.852504	0.731778
DOUGHERTY COUNTY	MERRY ACRES M	8	LA	HARTER	20	19	0.95	1.5381123	0	6	0	0	0	1	3	4.5	1.039726981	1.63256567	2.134885	-0.24579
DOUGHERTY COUNTY	MERRY ACRES M	8	MA	HARTER	38	38	1.9	1.3726655	0	5	0	1	2	3	3.5	4.5	1.538473622	2.13632549	2.971564	0.756811
DOUGHERTY COUNTY	MERRY ACRES M	8	RD	HOUSSEL	24	30	1.25	1.3909646	0	5	0	0	1	2	3	4	0.92335697	1.38509026	1.771548	1.155316
DOUGHERTY COUNTY	MERRY ACRES M	8	LA	HOUSSEL	24	34	1.416666667	1.9091693	0	6	0	0	0.5	2.5	5	5	1.039726981	1.63256567	2.039465	1.131115
DOUGHERTY COUNTY	MERRY ACRES M	8	MA	HOUSSEL	24	43	1.791666667	2.9924422	0	14	0	0	1	2	3	6	1.538473622	2.13632549	2.8467	0.580617
DOUGHERTY COUNTY	MERRY ACRES M	8	RD	MARTIN	21	17	0.80952381	1.0304876	0	4	0	0	1	1	1	3	0.92335697	1.38509026	1.830111	-0.37662
DOUGHERTY COUNTY	MERRY ACRES M	8	LA	MARTIN	21	21	1	1.0488088	0	4	0	0	1	1	1	3	1.039726981	1.63256567	2.108492	-0.11151
DOUGHERTY COUNTY	MERRY ACRES M	8	MA	MARTIN	21	23	1.095238095	1.4458479	0	5	0	0	1	2	3	4	1.538473622	2.13632549	2.937027	-0.50077
DOUGHERTY COUNTY	MERRY ACRES M	8	RD	MCPHERSON	24	42	1.75	2.5237998	0	10	0	0	1	3	5	6	0.92335697	1.38509026	1.771548	2.923786
DOUGHERTY COUNTY	MERRY ACRES M	8	LA	MCPHERSON	24	35	1.458333333	2.413536	0	10	0	0	0.5	1.5	5	5	1.039726981	1.63256567	2.039465	1.256148
DOUGHERTY COUNTY	MERRY ACRES M	8	MA	MCPHERSON	24	47	1.958333333	3.1274266	0	12	0	0	0.5	3	7	8	1.538473622	2.13632549	2.8467	0.962814
DOUGHERTY COUNTY	MERRY ACRES M	8	RD	PHILLIPS	12	7	0.583333333	0.6685579	0	2	0	0	0.5	1	1	2	0.92335697	1.38509026	2.12288	-0.8504
DOUGHERTY COUNTY	MERRY ACRES M	8	LA	PHILLIPS	12	9	0.75	0.9653073	0	3	0	0	0.5	1	2	3	1.039726981	1.63256567	2.45357	-0.61476
DOUGHERTY COUNTY	MERRY ACRES M	8	MA	PHILLIPS	12	26	2.166666667	2.5166115	0	7	0	0	1	4	6	7	1.538473622	2.13632549	3.388586	1.01863
DOUGHERTY COUNTY	MERRY ACRES M	8	RD	ROBERTS	21	42	2	3.496479	0	14	0	0	1	2	6	9	0.92335697	1.38509026	1.830111	F
DOUGHERTY COUNTY	MERRY ACRES M	8	LA	ROBERTS	21	46	2.19047619	2.4211371	0	9	0	1	2	3	6	7	1.039726981	1.63256567	2.108492	F
DOUGHERTY COUNTY	MERRY ACRES M	8	MA	ROBERTS	21	40	1.904761905	2.0953463	0	8	0	1	1	2	5	6	1.538473622	2.13632549	2.937027	0.785715
DOUGHERTY COUNTY	MERRY ACRES M	8	RD	ROBINSON	21	10	0.476190476	1.1233453	0	5	0	0	0	1	1	1	0.92335697	1.38509026	1.830111	-1.47945
DOUGHERTY COUNTY	MERRY ACRES M	8	LA	ROBINSON	21	28	1.333333333	1.2382784	0	4	0	0	1	2	3	3	1.039726981	1.63256567	2.108492	0.824147
DOUGHERTY COUNTY	MERRY ACRES M	8	MA	ROBINSON	21	25	1.19047619	1.1233453	0	5	0	1	1	2	2	2	1.538473622	2.13632549	2.937027	-0.74648
DOUGHERTY COUNTY	MERRY ACRES M	8	RD	SMITH	15	7	0.466666667	0.9154754	0	3	0	0	0	1	2	3	0.92335697	1.38509026	1.996243	-1.277
DOUGHERTY COUNTY	MERRY ACRES M	8	LA	SMITH	15	10	0.666666667	0.8997354	0	3	0	0	0	1	2	3	1.039726981	1.63256567	2.304307	-0.88502
DOUGHERTY COUNTY	MERRY ACRES M	8	MA	SMITH	15	10	0.666666667	1.1751393	0	4	0	0	0	1	2	4	1.538473622	2.13632549	3.193264	-1.58051
DOUGHERTY COUNTY	MERRY ACRES M	8	RD	TABOR	21	22	1.047619048	1.3219754	0	5	0	0	1	1	3	3	0.92335697	1.38509026	1.830111	0.411121
DOUGHERTY COUNTY	MERRY ACRES M	8	LA	TABOR	21	22	1.047619048	1.0712698	0	3	0	0	1	2	2	3	1.039726981	1.63256567	2.108492	0.022153
DOUGHERTY COUNTY	MERRY ACRES M	8	MA	TABOR	21	38	1.80952381	1.6917165	0	6	0	0	2	3	4	4	1.538473622	2.13632549	2.937027	0.581423
DOUGHERTY COUNTY																				
DOUGHERTY COUNTY	RADIUM SPR MI	6	RD	BURGESS	25	9	0.36	0.7	0	3	0	0	0	1	1	1	0.819264393	1.30272042	1.600897	-1.76271
DOUGHERTY COUNTY	RADIUM SPR MI	6	LA	BURGESS	25	28	1.12	1.3012814	0	5	0	0	1	1	3	4	0.96245521	1.54899919	1.891855	0.508537
DOUGHERTY COUNTY	RADIUM SPR MI	6	MA	BURGESS	25	40	1.6	1.6329932	0	6	0	0	1	3	5	5	1.426791613	1.96239411	2.604228	0.441319
DOUGHERTY COUNTY	RADIUM SPR MI	6	RD	DAVIS	6	8	1.333333333	1.5055453	0	4	0	0	1	2	4	4	0.819264393	1.30272042	2.414765	0.966598
DOUGHERTY COUNTY	RADIUM SPR MI	6	LA	DAVIS	6	5	0.833333333	1.3291601	0	3	0	0	0	2	3	3	0.96245521	1.54899919	2.859584	-0.20419
DOUGHERTY COUNTY	RADIUM SPR MI	6	MA	DAVIS	6	5	0.833333333	0.7527727	0	2	0	0	1	1	2	2	1.426791613	1.96239411	3.830224	-0.74076
DOUGHERTY COUNTY	RADIUM SPR MI	6	RD	DYSON	25	14	0.56	0.9609024	0	4	0	0	0	1	1	2	0.819264393	1.30272042	1.600897	-0.99509
DOUGHERTY COUNTY	RADIUM SPR MI	6	LA	DYSON	25	25	1	1.1902381	0	4	0	0	1	2	3	3	0.96245521	1.54899919	1.891855	0.12119
DOUGHERTY COUNTY	RADIUM SPR MI	6	MA	DYSON	25	36	1.44	1.8502252	0	8	0	0	1	2	4	4	1.426791613	1.96239411	2.604228	0.033654
DOUGHERTY COUNTY	RADIUM SPR MI	6	RD	EZEAMII	26	43	1.653846154	2.0384761	0	10	0	0	1	2	3	4	0.819264393	1.30272042	1.585718	F
DOUGHERTY COUNTY	RADIUM SPR MI	6	LA	EZEAMII	26	35	1.346153846	1.8534791	0	7	0	0	0.5	2	4	5	0.96245521	1.54899919	1.873806	1.263065
DOUGHERTY COUNTY	RADIUM SPR MI	6	MA	EZEAMII	26	36	1.384615385	1.4443524	0	6	0	0	1	2	4	4	1.426791613	1.96239411	2.581363	-0.10959
DOUGHERTY COUNTY	RADIUM SPR MI	6	RD	FORD	24	24	1	1.3513278	0	5	0	0	1	1	3	4	0.819264393	1.30272042	1.617014	0.67967
DOUGHERTY COUNTY	RADIUM SPR MI	6	LA	FORD	24	23	0.958333333	1.6544845	0	7	0	0	0	1	3	4	0.96245521	1.54899919	1.91102	-0.01304
DOUGHERTY COUNTY	RADIUM SPR MI	6	MA	FORD	24	28	1.166666667	1.5788457	0	6	0	0	1	1	4	4	1.426791613	1.96239411	2.628508	-0.64938
DOUGHERTY COUNTY	RADIUM SPR MI	6	RD	HAMILTON	25	23	0.92	1.2556539	0	5	0	0	1	1	3	3	0.819264393	1.30272042	1.600897	0.386636
DOUGHERTY COUNTY	RADIUM SPR MI	6	LA	HAMILTON	25	38	1.52	2.3650229	0	8	0	0	0	2	5	8	0.96245521	1.54899919	1.891855	1.799694
DOUGHERTY COUNTY	RADIUM SPR MI	6	MA	HAMILTON	25	28	1.12	1.4809907	0	6	0	0	1	1	3	3	1.426791613	1.96239411	2.604228	-0.78168
DOUGHERTY COUNTY	RADIUM SPR MI	6	RD	HANSEN	25	22	0.88	0.9712535	0	4	0	0	1	1	2	2	0.819264393	1.30272042	1.600897	0.233111
DOUGHERTY COUNTY	RADIUM SPR MI	6	LA	HANSEN	25	35	1.4	1.9364917	0	8	0	0	1	2	3	6	0.96245521	1.54899919	1.891855	1.412347
DOUGHERTY COUNTY	RADIUM SPR MI	6	MA	HANSEN	25	37	1.48	1.2288206	0	4	0	0	1	2	3	3	1.426791613	1.96239411	2.604228	0.13557
DOUGHERTY COUNTY	RADIUM SPR MI	6	RD	HARRELL	26	24	0.923076923	1.0553891	0	4	0	0	1	1	2	3	0.819264393	1.30272042	1.585718	0.406336
DOUGHERTY COUNTY	RADIUM SPR MI	6	LA	HARRELL	26	39	1.5	1.8601075	0	6	0	0	1	2	5	5	0.96245521	1.54899919	1.873806	1.769498
DOUGHERTY COUNTY	RADIUM SPR MI	6	MA	HARRELL	26	38	1.461538462	1.4486068	0	5	0	0	1	1	2	4	1.426791613	1.96239411	2.581363	0.090285
DOUGHERTY COUNTY	RADIUM SPR MI	6	RD	NASH	25	44	1.76	2.2037846	0	7	0	0	1	2	6	7	0.819264393	1.30272042	1.600897	F
DOUGHERTY COUNTY	RADIUM SPR MI	6	LA	NASH	25	27	1.08	1.9347696	0	9	0	0	0	1	2	4	0.96245521	1.54899919	1.891855	0.379422

																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					</
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	----

DOUGHERTY COUNTY	8	LA	PIERCE	22	28	1.272727273	1.956231	0	7	0	0	0	0	2	3	6	1.039726981	1.63256567	2.083919	0.669418
DOUGHERTY COUNTY	8	MA	PIERCE	22	37	1.681818182	1.5852404	0	6	0	1	1	1	2	4	4	1.538473622	2.13632549	2.904872	0.314721
DOUGHERTY COUNTY	8	RD	RICHARDSON	10	7	0.7	0.4830459	0	1	0	0	1	1	1	1	1	0.923335697	1.38509026	2.237369	-0.50994
DOUGHERTY COUNTY	8	LA	RICHARDSON	10	10	1	1.8856181	0	5	0	0	0	1	4.5	5	5	1.039726981	1.63256567	2.588515	-0.07695
DOUGHERTY COUNTY	8	MA	RICHARDSON	10	7	0.7	0.6749486	0	2	0	0	0	1	1.5	2	2	1.538473622	2.13632549	3.56517	-1.24114
DOUGHERTY COUNTY	8	RD	WALKER	23	22	0.956521739	1.9182914	0	9	0	0	0	0	1	2	2	0.923335697	1.38509026	1.789791	0.114832
DOUGHERTY COUNTY	8	LA	WALKER	23	16	0.695652174	0.8756703	0	3	0	0	1	1	1	1	3	1.039726981	1.63256567	2.060967	-1.01076
DOUGHERTY COUNTY	8	MA	WALKER	23	41	1.782608696	2.3732701	0	8	0	0	1	3	6	6	6	1.538473622	2.13632549	2.874838	0.548058
DOUGHERTY COUNTY	8	RD	WINGFIELD	24	48	2	2.0851441	0	7	0	0.5	1	3	6	6	6	0.923335697	1.38509026	1.771548	F
DOUGHERTY COUNTY	8	LA	WINGFIELD	24	43	1.791666667	2.0847097	0	7	0	0	1	3.5	5	5	5	1.039726981	1.63256567	2.039465	3.808021
DOUGHERTY COUNTY	8	MA	WINGFIELD	24	53	2.083333333	1.6934443	0	7	0	1	2	3	5	5	5	1.538473622	2.13632549	2.8467	2.25641
DOUGHERTY COUNTY																			1.536109	
DOUGHERTY COUNTY	6	RD	COOPER	27	11	0.407407407	0.6360491	0	2	0	0	0	1	1	1	2	0.819264393	1.30272042	1.57139	-1.64277
DOUGHERTY COUNTY	6	LA	COOPER	27	12	0.444444444	0.6405126	0	2	0	0	0	1	1	2	2	0.96245521	1.54899919	1.85677	-1.73768
DOUGHERTY COUNTY	6	MA	COOPER	27	23	0.851851852	1.3785082	0	5	0	0	0	2	3	4	4	1.426791613	1.96239411	2.55978	-1.52236
DOUGHERTY COUNTY	6	RD	DRAKE	24	16	0.666666667	0.761387	0	3	0	0	1	1	1	2	2	0.819264393	1.30272042	1.617014	-0.57386
DOUGHERTY COUNTY	6	LA	DRAKE	24	20	0.833333333	0.9630868	0	3	0	0	1	1	2	3	3	0.96245521	1.54899919	1.91102	-0.40837
DOUGHERTY COUNTY	6	MA	DRAKE	24	44	1.833333333	2.6154502	0	12	0	0	1	2	5	5	5	1.426791613	1.96239411	2.628508	1.014903
DOUGHERTY COUNTY	6	RD	HAROLD	27	24	0.888888889	0.9336996	0	3	0	0	1	1	2	3	3	0.819264393	1.30272042	1.57139	0.27771
DOUGHERTY COUNTY	6	LA	HAROLD	27	22	0.814814815	1.5200465	0	7	0	0	0	1	3	3	3	0.96245521	1.54899919	1.85677	-0.49526
DOUGHERTY COUNTY	6	MA	HAROLD	27	39	1.444444444	1.5021352	0	6	0	0	1	2	3	4	4	1.426791613	1.96239411	2.55978	0.046742
DOUGHERTY COUNTY	6	RD	KIMBER	28	18	0.642857143	1.3113263	0	6	0	0	0	1	2	2	3	0.819264393	1.30272042	1.57837	-0.71655
DOUGHERTY COUNTY	6	LA	KIMBER	28	17	0.607142857	0.7859547	0	2	0	0	0	1	2	2	2	0.96245521	1.54899919	1.85677	-1.21377
DOUGHERTY COUNTY	6	MA	KIMBER	28	39	1.392857143	2.6989612	0	14	0	0	1	1.5	2	5	5	1.426791613	1.96239411	2.59364	-0.0915
DOUGHERTY COUNTY	6	RD	LOCKHART	27	9	0.333333333	0.6201737	0	2	0	0	0	1	1	2	2	0.819264393	1.30272042	1.57139	-1.93823
DOUGHERTY COUNTY	6	LA	LOCKHART	27	17	0.62962963	1.3908533	0	6	0	0	0	1	2	4	4	0.96245521	1.54899919	1.85677	-1.11647
DOUGHERTY COUNTY	6	MA	LOCKHART	27	28	1.037037037	1.1596247	0	4	0	0	1	2	2	3	3	1.426791613	1.96239411	2.55978	-1.03202
DOUGHERTY COUNTY	6	RD	MORRIS	27	19	0.703703704	0.8688992	0	3	0	0	0	1	2	2	2	0.819264393	1.30272042	1.57139	-0.46094
DOUGHERTY COUNTY	6	LA	MORRIS	27	19	0.703703704	0.8688992	0	3	0	0	0	1	2	2	2	0.96245521	1.54899919	1.85677	-0.86799
DOUGHERTY COUNTY	6	MA	MORRIS	27	39	1.444444444	2.081666	0	8	0	0	1	2	5	5	5	1.426791613	1.96239411	2.55978	0.046742
DOUGHERTY COUNTY	6	RD	STEWART	22	19	0.863636364	1.7264181	0	8	0	0	0	1	2	2	2	0.819264393	1.30272042	1.652487	0.15976
DOUGHERTY COUNTY	6	LA	STEWART	22	36	1.636363636	2.6103358	0	9	0	0	0	3	5	7	7	0.96245521	1.54899919	1.953198	2.040615
DOUGHERTY COUNTY	6	MA	STEWART	22	21	0.954545455	1.2527027	0	5	0	0	1	1	2	3	3	1.426791613	1.96239411	2.681943	-1.12874
DOUGHERTY COUNTY	6	RD	WASHINGTON	27	23	0.851851852	1.2311253	0	4	0	0	0	1	3	3	3	0.819264393	1.30272042	1.57139	0.129981
DOUGHERTY COUNTY	6	LA	WASHINGTON	27	24	0.888888889	1.1208971	0	5	0	0	1	1	2	2	2	0.96245521	1.54899919	1.85677	-0.24678
DOUGHERTY COUNTY	6	MA	WASHINGTON	27	35	1.296296296	1.6364787	0	8	0	0	1	2	2	4	4	1.426791613	1.96239411	2.55978	-0.34553
DOUGHERTY COUNTY	7	RD	EADY	26	16	0.615384615	0.8978607	0	3	0	0	0	1	2	3	3	0.808496006	1.26524236	1.552899	-0.77825
DOUGHERTY COUNTY	7	LA	EADY	26	22	0.846153846	1.3767297	0	6	0	0	0.5	1	2	4	4	0.913652604	1.48311395	1.78624	-0.23206
DOUGHERTY COUNTY	7	MA	EADY	26	29	1.115384615	1.1773503	0	4	0	0	1	2	3	3	3	1.18803249	1.77243233	2.23084	-0.209
DOUGHERTY COUNTY	7	RD	FLOYD	24	23	0.958333333	0.990938	0	3	0	0	1	2	2	3	3	0.808496006	1.26524236	1.583296	0.580166
DOUGHERTY COUNTY	7	LA	FLOYD	24	17	0.708333333	1.1970677	0	5	0	0	0	1	2	3	3	0.913652604	1.48311395	1.821871	-0.6782
DOUGHERTY COUNTY	7	MA	FLOYD	24	28	1.166666667	2.4963742	0	12	0	0	0	1	3	3	3	1.18803249	1.77243233	2.273421	-0.05905
DOUGHERTY COUNTY	7	RD	HAYSUP	25	27	1.08	1.2884099	0	4	0	0	1	2	3	4	4	0.808496006	1.26524236	1.567641	1.072933
DOUGHERTY COUNTY	7	LA	HAYSUP	24	31	1.291666667	1.6279933	0	5	0	0	1	1.5	5	5	5	0.913652604	1.48311395	1.821871	1.248645
DOUGHERTY COUNTY	7	MA	HAYSUP	24	17	0.708333333	0.990938	0	3	0	0	0	1	2	3	3	1.18803249	1.77243233	2.273421	-1.32588
DOUGHERTY COUNTY	7	RD	JOSEY	26	24	0.923076923	1.3541958	0	4	0	0	0	2	3	4	4	0.808496006	1.26524236	1.552899	0.461769
DOUGHERTY COUNTY	7	LA	JOSEY	26	25	0.961538462	1.1128619	0	4	0	0	1	1	3	3	3	0.913652604	1.48311395	1.78624	0.164634
DOUGHERTY COUNTY	7	MA	JOSEY	26	32	1.230769231	1.7276039	0	6	0	0	1	2	5	5	5	1.18803249	1.77243233	2.23084	0.122947
DOUGHERTY COUNTY	7	RD	POSTELL	25	47	1.88	3.5510562	0	16	0	0	1	2	5	9	9	0.808496006	1.26524236	1.567641	F
DOUGHERTY COUNTY	7	LA	POSTELL	25	23	0.92	1.9347696	0	9	0	0	0	1	3	3	3	0.913652604	1.48311395	1.803521	4.234382
DOUGHERTY COUNTY	7	MA	POSTELL	25	38	1.52	2.4172988	0	9	0	0	0	2	5	7	7	1.18803249	1.77243233	2.251492	0.936474
DOUGHERTY COUNTY	7	RD	SCOTT	25	10	0.4	0.6454972	0	2	0	0	0	1	1	2	2	0.808496006	1.26524236	1.567641	-1.6143
DOUGHERTY COUNTY	7	LA	SCOTT	25	8	0.32	1.029563	0	5	0	0	0	0	1	1	1	0.913652604	1.48311395	1.803521	-2.00137
DOUGHERTY COUNTY	7	MA	SCOTT	25	15	0.6	0.9128709	0	4	0	0	0	1	2	1	2	1.18803249	1.77243233	2.251492	-1.65583
DOUGHERTY COUNTY	7	RD	WALTERS	25	25	1	1.7559423	0	8	0	0	0	1	3	3	3	0.808496006	1.26524236	1.567641	0.756788
DOUGHERTY COUNTY	7	LA	WALTERS	25	18	0.72	0.9363048	0	3	0	0	0	1	2	3	3	0.913652604	1.48311395	1.803521	-0.65286
DOUGHERTY COUNTY	7	MA	WALTERS	25	50	2	2.236068	0	10	0	1	1	3	4	5	5	1.18803249	1.77243233	2.251492	2.290546
DOUGHERTY COUNTY	8	RD	GIBSON	23	16	0.695652174	0.8756703	0	3	0	0	0	1	2	2	2	0.923335697	1.38509026	1.789791	-0.78842
DOUGHERTY COUNTY	8	LA	GIBSON	23	24	1.043478261	1.1862186	0	4	0	0	1	2	3	3	3	1.039726981	1.63256567	2.060967	0.01102

DOUGHERTY COUNTY	ROBERT A CRO	8	MA	GIBSON	23	53	2.304347826	2.1412567	0	8	1	1	1	1	3	6	7	1.538473622	2.13632549	2.874838	1.719309
DOUGHERTY COUNTY	ROBERT A CRO	8	RD	GORTIANI GORTI	23	22	0.956521739	1.8210452	0	8	0	0	0	0	1	2	4	0.92335697	1.38509026	1.789791	0.114832
DOUGHERTY COUNTY	ROBERT A CRO	8	LA	GORTIANI GORTI	23	18	0.782608696	0.8504823	0	3	0	0	1	1	2	2	2	1.039726981	1.63256567	2.060967	-0.75531
DOUGHERTY COUNTY	ROBERT A CRO	8	MA	GORTIANI GORTI	23	44	1.913043478	1.8318655	0	7	0	0	2	2	4	6	6	1.538473622	2.13632549	2.874838	0.840871
DOUGHERTY COUNTY	ROBERT A CRO	8	RD	HUNT	22	28	1.272727273	1.3863902	0	5	0	0	1	2	3	3	3	0.92335697	1.38509026	1.809264	1.183094
DOUGHERTY COUNTY	ROBERT A CRO	8	LA	HUNT	22	14	0.636363636	0.6579517	0	2	0	0	1	1	1	2	1	1.039726981	1.63256567	2.083919	-1.15888
DOUGHERTY COUNTY	ROBERT A CRO	8	MA	HUNT	22	48	2.181818182	2.7366362	0	9	0	0	1	4	6	7	7	1.538473622	2.13632549	2.904872	1.412497
DOUGHERTY COUNTY	ROBERT A CRO	8	RD	MEDLOCK	20	11	0.55	0.8255779	0	2	0	0	0	0	1	2	2	0.92335697	1.38509026	1.852504	-1.20548
DOUGHERTY COUNTY	ROBERT A CRO	8	LA	MEDLOCK	20	11	0.55	0.8870412	0	3	0	0	0	0	1	2.5	1.039726981	1.63256567	2.134885	-1.34152	
DOUGHERTY COUNTY	ROBERT A CRO	8	MA	MEDLOCK	20	31	1.55	1.2763022	0	5	0	1	1	2	3	4	4	1.538473622	2.13632549	2.971564	0.024129
DOUGHERTY COUNTY	ROBERT A CRO	8	RD	MORINE	22	16	0.727272727	0.8270325	0	2	0	0	0.5	1	2	2	2	0.92335697	1.38509026	1.809264	-0.66401
DOUGHERTY COUNTY	ROBERT A CRO	8	LA	MORINE	22	20	0.909090909	1.1916012	0	4	0	0	1	1	2	4	1	1.039726981	1.63256567	2.083919	-0.37532
DOUGHERTY COUNTY	ROBERT A CRO	8	MA	MORINE	22	41	1.863636364	1.6415862	0	6	0	1	1	3	4	5	5	1.538473622	2.13632549	2.904872	0.713912
DOUGHERTY COUNTY	ROBERT A CRO	8	RD	WALKER	22	16	0.727272727	1.0771133	0	4	0	0	0	1	2	3	3	0.92335697	1.38509026	1.809264	-0.66401
DOUGHERTY COUNTY	ROBERT A CRO	8	LA	WALKER	22	23	1.045454545	1.5576928	0	6	0	0	0	2	3	3	3	1.039726981	1.63256567	2.083919	0.016455
DOUGHERTY COUNTY	ROBERT A CRO	8	MA	WALKER	22	27	1.227272727	1.6599431	0	6	0	0	1	2	4	4	4	1.538473622	2.13632549	2.904872	-0.68326
DOUGHERTY COUNTY	ROBERT A CRO	8	RD	WISE	22	11	0.5	0.6725927	0	2	0	0	0	1	2	2	2	0.92335697	1.38509026	1.809264	-1.43364
DOUGHERTY COUNTY	ROBERT A CRO	8	LA	WISE	22	13	0.590909091	0.9591212	0	3	0	0	0	0	1	2	3	1.039726981	1.63256567	2.083919	-1.28947
DOUGHERTY COUNTY	ROBERT A CRO	8	MA	WISE	22	39	1.772727273	1.6310037	0	6	0	1	1	3	3	5	5	1.538473622	2.13632549	2.904872	0.514316
DOUGHERTY COUNTY	SOUTHSIDE MID	6	RD	BUSHSHAWN	20	24	1.2	1.1516578	0	4	0	0	1	2	3	3.5	0.819264393	1.30272042	1.693156	1.307035	
DOUGHERTY COUNTY	SOUTHSIDE MID	6	LA	BUSHSHAWN	20	18	0.9	1.1652874	0	3	0	0	0	2	2.5	3	4	0.96245521	1.54899919	2.001555	-0.18032
DOUGHERTY COUNTY	SOUTHSIDE MID	6	MA	BUSHSHAWN	20	36	1.8	1.4363697	0	5	0	1	1.5	3	3.5	4.5	1.426791613	1.96239411	2.743206	0.850511	
DOUGHERTY COUNTY	SOUTHSIDE MID	6	RD	CLEMONS	10	11	1.1	1.5951315	0	5	0	0	0.5	2	3.5	5	0.819264393	1.30272042	2.055133	0.681469	
DOUGHERTY COUNTY	SOUTHSIDE MID	6	LA	CLEMONS	10	9	0.9	0.875595	0	2	0	0	1	2	2	2	2	0.96245521	1.54899919	2.431965	-0.1275
DOUGHERTY COUNTY	SOUTHSIDE MID	6	MA	CLEMONS	10	11	1.1	1.197219	0	3	0	0	1	2	3	3	3	1.426791613	1.96239411	3.288482	-0.5266
DOUGHERTY COUNTY	SOUTHSIDE MID	6	RD	FOREMAN SHAUN	16	13	0.8125	0.9810708	0	3	0	0	1	1	2	3	3	0.819264393	1.30272042	1.796305	-0.02077
DOUGHERTY COUNTY	SOUTHSIDE MID	6	LA	FOREMAN SHAUN	16	11	0.6875	0.9464847	0	3	0	0	0	1	2	3	3	0.96245521	1.54899919	2.124205	-0.71002
DOUGHERTY COUNTY	SOUTHSIDE MID	6	MA	FOREMAN SHAUN	16	32	2	2.7568098	0	9	0	0.5	1	1.5	7	9	1.426791613	1.96239411	2.898587	1.168386	
DOUGHERTY COUNTY	SOUTHSIDE MID	6	RD	GIVENS ROSIE	21	26	1.238095238	1.7001401	0	6	0	0	1	2	3	5	5	0.819264393	1.30272042	1.672095	1.473332
DOUGHERTY COUNTY	SOUTHSIDE MID	6	LA	GIVENS ROSIE	21	14	0.666666667	0.9660918	0	3	0	0	0	1	2	3	3	0.96245521	1.54899919	1.976513	-0.87506
DOUGHERTY COUNTY	SOUTHSIDE MID	6	MA	GIVENS ROSIE	21	38	1.80952381	2.2498677	0	8	0	0	1	3	5	6	6	1.426791613	1.96239411	2.71148	0.893755
DOUGHERTY COUNTY	SOUTHSIDE MID	6	RD	JOHNSON DOROTHY	19	26	1.368421053	1.1160708	0	3	0	0	1	2	3	3	3	0.819264393	1.30272042	1.715858	1.837477
DOUGHERTY COUNTY	SOUTHSIDE MID	6	LA	JOHNSON DOROTHY	19	14	0.736842105	0.9911893	0	3	0	0	0	1	3	3	3	0.96245521	1.54899919	2.02855	-0.63488
DOUGHERTY COUNTY	SOUTHSIDE MID	6	MA	JOHNSON DOROTHY	19	24	1.263157895	1.4848159	0	5	0	0	1	2	4	5	1.426791613	1.96239411	2.77404	-0.36347	
DOUGHERTY COUNTY	SOUTHSIDE MID	6	RD	MACON ELIJAH	21	10	0.476190476	0.9283883	0	4	0	0	0	1	1	1	1	0.819264393	1.30272042	1.672095	-1.20683
DOUGHERTY COUNTY	SOUTHSIDE MID	6	LA	MACON ELIJAH	21	9	0.428571429	0.6761234	0	2	0	0	0	1	1	2	2	0.96245521	1.54899919	1.976513	-1.57945
DOUGHERTY COUNTY	SOUTHSIDE MID	6	MA	MACON ELIJAH	21	17	0.80952381	0.8728716	0	3	0	0	1	1	2	2	2	1.426791613	1.96239411	2.71148	-1.44144
DOUGHERTY COUNTY	SOUTHSIDE MID	6	RD	MONTGERARD CARO	18	23	1.277777778	1.1785113	0	3	0	0	1	2	3	3	3	0.819264393	1.30272042	1.740427	1.493266
DOUGHERTY COUNTY	SOUTHSIDE MID	6	LA	MONTGERARD CARO	18	30	1.666666667	1.8149704	0	6	0	0	1	3	4	6	6	0.96245521	1.54899919	2.057763	1.928804
DOUGHERTY COUNTY	SOUTHSIDE MID	6	MA	MONTGERARD CARO	18	15	0.833333333	0.9851844	0	3	0	0	0.5	2	2	3	4	1.426791613	1.96239411	2.814414	-1.28304
DOUGHERTY COUNTY	SOUTHSIDE MID	6	RD	STYLES SHARON	18	37	2.055555556	1.893401	0	6	0	0	2	3	5	6	6	0.819264393	1.30272042	1.740427	F 4.026297
DOUGHERTY COUNTY	SOUTHSIDE MID	6	LA	STYLES SHARON	18	30	1.666666667	2.32632	0	8	0	0	1	3	6	8	8	0.96245521	1.54899919	2.057763	1.928804
DOUGHERTY COUNTY	SOUTHSIDE MID	6	MA	STYLES SHARON	18	20	1.111111111	1.3234931	0	5	0	0	1	2	3	5	5	1.426791613	1.96239411	2.814414	-0.68249
DOUGHERTY COUNTY	SOUTHSIDE MID	6	RD	VILLALTA ELIZAB	10	11	1.1	1.7288403	0	5	0	0	0	2	4	4	4	0.819264393	1.30272042	2.051333	0.681469
DOUGHERTY COUNTY	SOUTHSIDE MID	6	LA	VILLALTA ELIZAB	10	11	1.1	1.2866839	0	4	0	0	1	2	3	4	4	0.96245521	1.54899919	2.431965	0.280797
DOUGHERTY COUNTY	SOUTHSIDE MID	6	MA	VILLALTA ELIZAB	10	12	1.2	2.1499354	0	7	0	0	0.5	1	4.5	7	7	1.426791613	1.96239411	3.288482	-0.36546
DOUGHERTY COUNTY	SOUTHSIDE MID	6	RD	WHITFIELD SHUNT	20	35	1.75	1.8027756	0	5	0	0	1.5	2.5	5	5	5	0.819264393	1.30272042	1.693156	3.195142
DOUGHERTY COUNTY	SOUTHSIDE MID	6	LA	WHITFIELD SHUNT	20	37	1.85	1.4244112	0	6	0.5	1	1.5	2.5	3.5	5	5	0.96245521	1.54899919	2.001555	2.562442
DOUGHERTY COUNTY	SOUTHSIDE MID	6	MA	WHITFIELD SHUNT	20	64	3.2	2.9664794	0	13	1	1.5	2	4	6.5	11	11	1.426791613	1.96239411	2.743206	F 4.040997
DOUGHERTY COUNTY	SOUTHSIDE MID	7	RD	BASS AEC	2	3	1.5	0.7071068	1	2	1	1	1.5	2	2	2	2	0.808496006	1.26524236	3.49248	0.772923
DOUGHERTY COUNTY	SOUTHSIDE MID	7	LA	BASS AEC	2	3	1.5	0.7071068	1	2	1	1	1.5	2	2	2	2	0.913652604	1.48311395	4.059812	0.559108
DOUGHERTY COUNTY	SOUTHSIDE MID	7	RD	BASS AEC	2	2	1	1.4142136	0	2	0	0	0	1	2	2	2	1.8803249	1.77243233	4.947929	-0.15003
DOUGHERTY COUNTY	SOUTHSIDE MID	7	MA	BROWN AEC	5	1	0.2	0.4472136	0	1	0	0	0	0	1	1	1	0.808496006	1.26524236	2.505997	-1.0754
DOUGHERTY COUNTY	SOUTHSIDE MID	7	LA	BROWN AEC	5	4	0.8	0.83666	0	2	0	0	1	1	2	2	2	0.913652604	1.48311395	2.903459	-0.17135
DO																					

DOUGHERTY COUNTY	SOUTHSIDE MID	7	RD	4	6	1.5	0.5773503	1	2	1	1	1.5	2	2	2	0.808496006	1.26524236	2.70636	1.093078		
DOUGHERTY COUNTY	SOUTHSIDE MID	7	LA	BUTLER AEC	4	2	0.5	1	0	2	0	0	0	1	2	2	0.913652604	1.48311395	3.138324	-0.55782	
DOUGHERTY COUNTY	SOUTHSIDE MID	7	MA	BUTLER AEC	4	1	0.25	0.5	0	1	0	0	0	0.5	1	1	1.18803249	1.77243233	3.846681	-1.05847	
DOUGHERTY COUNTY	SOUTHSIDE MID	7	RD	DAVIS Q-YAVIA	26	32	1.230769231	1.3056092	0	5	0	0	1	2	3	3	0.808496006	1.26524236	1.552899	1.701792	
DOUGHERTY COUNTY	SOUTHSIDE MID	7	LA	DAVIS Q-YAVIA	26	28	1.076923077	1.4120362	0	5	0	0	1	1	3	4	0.913652604	1.48311395	1.78624	0.561332	
DOUGHERTY COUNTY	SOUTHSIDE MID	7	MA	DAVIS Q-YAVIA	26	41	1.576923077	2.1198694	0	9	0	0	1	2	5	5	1.18803249	1.77243233	2.23084	1.118779	
DOUGHERTY COUNTY	SOUTHSIDE MID	7	RD	HODGES PATRICE	27	17	0.62962963	0.7415238	0	2	0	0	0	0	1	2	2	0.808496006	1.26524236	1.538984	-0.73458
DOUGHERTY COUNTY	SOUTHSIDE MID	7	LA	HODGES PATRICE	27	28	1.037037037	1.4801632	0	5	0	0	0	2	3	4	0.913652604	1.48311395	1.769929	0.432283	
DOUGHERTY COUNTY	SOUTHSIDE MID	7	MA	HODGES PATRICE	27	44	1.62962963	1.7573614	0	7	0	0	1	3	4	5	1.18803249	1.77243233	2.211347	1.294609	
DOUGHERTY COUNTY	SOUTHSIDE MID	7	RD	JOHNSON TAMARA	24	24	1	1.3187609	0	6	0	0	1	1.5	2	2	0.808496006	1.26524236	1.583296	0.741498	
DOUGHERTY COUNTY	SOUTHSIDE MID	7	LA	JOHNSON TAMARA	24	19	0.791666667	1.6934443	0	8	0	0	0	1	2	2	0.913652604	1.48311395	1.821871	-0.40294	
DOUGHERTY COUNTY	SOUTHSIDE MID	7	MA	JOHNSON TAMARA	24	25	1.041666667	1.4589802	0	6	0	0	1	1.5	2	4	1.18803249	1.77243233	2.273421	-0.40455	
DOUGHERTY COUNTY	SOUTHSIDE MID	7	RD	MOULTRIE TYRONE	26	31	1.192307692	1.6737797	0	7	0	0	1	1	3	5	0.808496006	1.26524236	1.552899	1.546789	
DOUGHERTY COUNTY	SOUTHSIDE MID	7	LA	MOULTRIE TYRONE	26	21	0.807692308	1.2335066	0	4	0	0	0	1	3	4	0.913652604	1.48311395	1.78624	-0.3643	
DOUGHERTY COUNTY	SOUTHSIDE MID	7	MA	MOULTRIE TYRONE	26	52	2	2.019901	0	8	0	0	1	4	4	4	1.18803249	1.77243233	2.23084	2.335908	
DOUGHERTY COUNTY	SOUTHSIDE MID	7	RD	POSTELL WALTER	26	20	0.769230769	1.1066234	0	5	0	0	0.5	1	2	2	0.808496006	1.26524236	1.552899	-0.15824	
DOUGHERTY COUNTY	SOUTHSIDE MID	7	LA	POSTELL WALTER	26	31	1.192307692	1.0961471	0	4	0	0	1	2	3	3	0.913652604	1.48311395	1.78624	0.95803	
DOUGHERTY COUNTY	SOUTHSIDE MID	7	MA	POSTELL WALTER	26	41	1.576923077	1.6534347	0	6	0	0	1	3	4	5	1.18803249	1.77243233	2.23084	1.118779	
DOUGHERTY COUNTY	SOUTHSIDE MID	7	RD	RICHARDSON LIND	10	49	4.9	2.3309512	0	8	1.5	4	5	7	7.5	8	0.808496006	1.26524236	2.00881	F	
DOUGHERTY COUNTY	SOUTHSIDE MID	7	LA	RICHARDSON LIND	10	32	3.2	2.2509257	1	8	1	2	2.5	4	7	8	0.913652604	1.48311395	2.320658	F	
DOUGHERTY COUNTY	SOUTHSIDE MID	7	MA	RICHARDSON LIND	10	28	2.8	1.8737959	0	7	0.5	2	3	3	5.5	7	1.18803249	1.77243233	2.869509	2.875985	
DOUGHERTY COUNTY	SOUTHSIDE MID	7	RD	SAMUELS	4	6	1.5	1.2909944	0	3	0	0.5	1.5	2.5	3	3	0.808496006	1.26524236	2.70636	1.093078	
DOUGHERTY COUNTY	SOUTHSIDE MID	7	LA	SAMUELS	4	4	1	1.1547005	0	2	0	0	1	2	2	2	0.913652604	1.48311395	3.138324	0.116441	
DOUGHERTY COUNTY	SOUTHSIDE MID	7	MA	SAMUELS	4	3	0.75	0.9574271	0	2	0	0	0.5	1.5	2	2	1.18803249	1.77243233	3.846681	-0.49427	
DOUGHERTY COUNTY	SOUTHSIDE MID	7	RD	SHOR	4	1	0.25	0.5	0	1	0	0	0	0.5	1	1	0.808496006	1.26524236	2.70636	-0.88283	
DOUGHERTY COUNTY	SOUTHSIDE MID	7	LA	SHOR	5	1	0.2	0.4472136	0	1	0	0	0	0	1	1	0.913652604	1.48311395	2.903459	-1.07596	
DOUGHERTY COUNTY	SOUTHSIDE MID	7	MA	SHOR	5	2	0.4	0.5477226	0	1	0	0	0	1	1	1	1.18803249	1.77243233	3.566	-0.99417	
DOUGHERTY COUNTY	SOUTHSIDE MID	8	RD	BACON LATOSHA	23	41	1.782608696	1.9058885	0	7	0	0	1	3	4	5	0.92335697	1.38509026	1.789791	2.975132	
DOUGHERTY COUNTY	SOUTHSIDE MID	8	LA	BACON LATOSHA	23	43	1.869565217	2.6164575	0	10	0	0	1	2	6	7	1.039726981	1.63256567	2.060967	2.437736	
DOUGHERTY COUNTY	SOUTHSIDE MID	8	MA	BACON LATOSHA	23	108	4.695652174	3.5730657	1	15	1	2	3	6	9	12	1.538473622	2.13632549	2.874838	F	
DOUGHERTY COUNTY	SOUTHSIDE MID	8	RD	BARNES KATHY	22	20	0.909090909	1.0192944	0	3	0	0	0.5	2	2	2	0.92335697	1.38509026	1.809264	0.04831	
DOUGHERTY COUNTY	SOUTHSIDE MID	8	LA	BARNES KATHY	22	23	1.045454545	1.1329386	0	4	0	0	1	2	2	3	1.039726981	1.63256567	2.083919	0.016455	
DOUGHERTY COUNTY	SOUTHSIDE MID	8	MA	BARNES KATHY	22	32	1.454545455	1.5345939	0	5	0	0	1	2	4	4	1.538473622	2.13632549	2.904872	-0.18427	
DOUGHERTY COUNTY	SOUTHSIDE MID	8	RD	BRENNAN BRIAN	12	28	2.333333333	2.8391206	0	9	0	0.5	1	3.5	6	9	0.92335697	1.38509026	2.12288	F	
DOUGHERTY COUNTY	SOUTHSIDE MID	8	LA	BRENNAN BRIAN	12	16	1.333333333	2.3094011	0	7	0	0	1.5	5	7	1.039726981	1.63256567	2.45357	0.622996		
DOUGHERTY COUNTY	SOUTHSIDE MID	8	MA	BRENNAN BRIAN	12	17	1.416666667	1.7298625	0	6	0	0	1	2	3	6	1.538473622	2.13632549	3.388586	-0.19751	
DOUGHERTY COUNTY	SOUTHSIDE MID	8	RD	CAWTHON	23	25	1.086956522	1.2761107	0	4	0	0	1	2	3	3	0.92335697	1.38509026	1.789791	0.566458	
DOUGHERTY COUNTY	SOUTHSIDE MID	8	LA	CAWTHON	22	14	0.636363636	0.9021379	0	3	0	0	0	1	2	2	1.039726981	1.63256567	2.083919	-1.15888	
DOUGHERTY COUNTY	SOUTHSIDE MID	8	MA	CAWTHON	22	26	1.181818182	1.5317703	0	7	0	0	1	1	2	3	1.538473622	2.13632549	2.904872	-0.78306	
DOUGHERTY COUNTY	SOUTHSIDE MID	8	RD	HALL LYNN	26	46	1.769230769	1.632365	0	5	0	1	1	2	5	5	0.92335697	1.38509026	1.738273	F	
DOUGHERTY COUNTY	SOUTHSIDE MID	8	LA	HALL LYNN	26	44	1.692307692	2.0932125	0	9	0	0	1	2	4	6	1.039726981	1.63256567	2.000244	2.038216	
DOUGHERTY COUNTY	SOUTHSIDE MID	8	MA	HALL LYNN	26	50	1.923076923	1.958021	0	7	0	1	1.5	2	5	7	1.538473622	2.13632549	2.795377	0.917978	
DOUGHERTY COUNTY	SOUTHSIDE MID	8	RD	HART JESSICA	11	18	1.636363636	2.1574396	0	7	0	0	1	2	4	7	0.92335697	1.38509026	2.176218	1.707308	
DOUGHERTY COUNTY	SOUTHSIDE MID	8	LA	HART JESSICA	11	33	2.4899799	3	2	4	8	1	1	2	4	7	8	1.039726981	1.63256567	2.516438	F
DOUGHERTY COUNTY	SOUTHSIDE MID	8	MA	HART JESSICA	11	12	1.090909091	1.6403991	0	4	0	0	0	2	4	4	1.538473622	2.13632549	3.470853	-0.69484	
DOUGHERTY COUNTY	SOUTHSIDE MID	8	RD	HUSTON BRENDA	21	25	1.19047619	1.1670068	0	5	0	0	1	2	2	2	0.92335697	1.38509026	1.830111	0.883765	
DOUGHERTY COUNTY	SOUTHSIDE MID	8	LA	HUSTON BRENDA	21	33	1.571428571	1.9892569	0	7	0	0	1	2	4	5	1.039726981	1.63256567	2.108492	1.492475	
DOUGHERTY COUNTY	SOUTHSIDE MID	8	MA	HUSTON BRENDA	21	46	2.19047619	1.965173	0	6	0	1	2	3	6	6	1.538473622	2.13632549	2.937027	1.398594	
DOUGHERTY COUNTY	SOUTHSIDE MID	8	RD	JAMES DIANE	20	22	1.1	1.586124	0	6	0	0	0.5	2	3	5	0.92335697	1.38509026	1.852504	0.570339	
DOUGHERTY COUNTY	SOUTHSIDE MID	8	LA	JAMES DIANE	20	21	1.05	1.4680815	0	6	0	0	1	1.5	2.5	4.5	1.039726981	1.63256567	2.134885	0.028141	
DOUGHERTY COUNTY	SOUTHSIDE MID	8	MA	JAMES DIANE	20	21	1.05	1.1909748	0	4	0	0	1	1.5	3	3.5	1.538473622	2.13632549	2.971564	-1.02256	
DOUGHERTY COUNTY	SOUTHSIDE MID	8	RD	PRICE WALTON CA	20	22	1.1	1.0208356	0	3	0	0	1	2	2.5	3	0.92335697	1.38509026	1.852504	0.570339	
DOUGHERTY COUNTY	SOUTHSIDE MID	8	LA	PRICE WALTON CA	20	23	1.15	1.2258187	0	4	0	0	1	2	3	4	1.039726981	1.63256567	2.134885	0.302074	
DOUGHERTY COUNTY	SOUTHSIDE MID	8	MA	PRICE WALTON CA	20	31	1.55	1.5035047	0	5	0	0	1	2	4	4.5	1.538473622	2.13632549	2.971564	0.024129	

GREGORY J. CIZEK

HOME ADDRESS:

111 Middlebrook Ct.
Chapel Hill, NC 27514

Telephone: (919) 408-0181

OFFICE ADDRESS:

112 Peabody Hall
School of Education, CB 3500
University of North Carolina
Chapel Hill, NC 27599-3500

Telephone: (919) 843-7876

Fax: (919) 962-1533

Email: cizek@unc.edu

EDUCATION

- Ph.D. 1991 - Michigan State University; East Lansing, MI
Major: Measurement, Evaluation, and Research Design
Emphasis Areas: Educational Measurement, Quantitative Research Methods, Educational Policy
- M.A. 1983 - Michigan State University; East Lansing, MI
Major: Curriculum and Instruction
Emphasis Areas: Curriculum, Learning Theory
- B.A. 1979 - Michigan State University; East Lansing, MI
Major: Elementary Education
Emphasis Areas: Social Studies major, Math/Science minor
- A.A. 1977 - Northwestern Michigan College; Traverse City, MI
Major: Journalism

CERTIFICATES AWARDED

- 1979 - Michigan Elementary Provisional Teaching Certificate (K-9)
1983 - Michigan Continuing Elementary Teaching Certificate (K-9)
1987 - Iowa Professional Elementary Certificate
1988 - Iowa Elementary Principal Certificate
1992 - Ohio Elementary Teacher Certificate (K-9)

PROFESSIONAL EXPERIENCES

Professor of Educational Measurement and Evaluation (tenured) - School of Education, University of North Carolina at Chapel Hill (2002-present).

Associate Professor of Educational Measurement and Evaluation (tenured) - School of Education, University of North Carolina at Chapel Hill (1999-2001).

Associate Professor of Educational Research and Measurement (tenured) - College of Education, University of Toledo, Toledo, OH (1995-1999).

Assistant Professor of Educational Research and Measurement - College of Education, University of Toledo, Toledo, OH (1991-1995). Taught graduate courses in testing, psychometric theory, statistics, and research design; provided research and measurement consultation to other faculty; advised graduate students; served on departmental and college-level committees; conducted research in areas of specialization and developed service relationships with local school districts

Program Manager - American College Testing Program, Inc. (ACT); Iowa City, IA (1987-1991). Provided measurement expertise and program management for medical and allied health licensure and certification programs. Responsibilities included test development, client consultation, statistical analyses of test results, supervision of item writing, equating examination forms, conducting client meetings, preparing and delivering instructional seminars to health professions groups, conducting passing score studies, scheduling, proposal writing, budget monitoring, and consultation with other ACT departments

Test Development Consultant - Michigan Educational Assessment Program (MEAP); Lansing, MI (1985-1986). Assisted in development of objectives-based, state-wide, every-pupil testing in Michigan State Board of Education approved subjects. Responsibilities included: participation in Reading and Career Development test development projects; supervision of item writing teams; item editing; psychometric consultation; participation in scoring, formatting, and reporting decisions; composing Requests for Proposals and evaluation of responses

Educational Policy Researcher - Michigan Senate Policy and Programs Office; Lansing, MI (1985). Performed research, analyses, policy option development and recommendations on pending/proposed legislation on education issues (emphases on student testing, dropout prevention, liability insurance, teacher shortages, home schooling, and teacher competency testing)

Statistics Instructor - Michigan State University; East Lansing, MI (1987, 1988, 1991, 1994). Taught graduate-level courses in statistics and educational research methods on the MSU campus, in Thailand, in Brazil, and in the Philippines.

Educational Psychology Instructor - Michigan State University; East Lansing, MI (1984-1987). Taught undergraduate educational psychology course.

Elementary and Middle School Teacher - Traverse City, MI (1979-1984). Taught grades 2, 4, 4/5, and 6/7. Taught all subjects in grades 2 and 4; computer science and physical education for grades 6 and 7.

COMMITTEE WORK, PROFESSIONAL MEMBERSHIPS, SERVICE, AND HONORS

- * Vice-President (2011-2012), President-elect, National Council on Measurement in Education
- * Member, American Educational Research Association, 1986-present
- * Member, National Council for Measurement in Education, 1986-present
- * Member, North Carolina Association for Research in Education, 2000-2002
- * Secretary, Professional Licensure and Certification-SIG, 1999-2002
- * Secretary, AERA Division D (Measurement and Research Methodology) 2004-2006
- * Member, program participant, Classroom Assessment-SIG (AERA), 1995-present
- * Member, program participant, Families as Educators-SIG (AERA), 1987-1992; program committee 1988, 1990-1991
- * Proposal Reviewer, NCME, AERA Divisions D, H, I, J, and various Special Interest Groups, 1991-present

- * Manuscript Reviewer, *American Educational Research Journal*, 1994-1997
- * Manuscript Reviewer, *Applied Measurement in Education*, 1992-present
- * Manuscript Reviewer, *Contemporary Educational Psychology*, 1999
- * Manuscript Reviewer, *Educational Assessment*, 1997-present
- * Manuscript Reviewer, *Educational Evaluation and Policy Analysis*, 1993
- * Manuscript Reviewer, *Educational Measurement: Issues and Practice*, 1991-present

Committee Work, Professional Memberships, Service, and Honors (cont=d)

- * Manuscript Reviewer, *Educational Policy*, 1990, 1993
- * Manuscript Reviewer, *Educational Researcher*, 1994-present
- * Manuscript Reviewer, *Journal of Educational Measurement*, 1992-present
- * Manuscript Reviewer, *Journal of Educational Psychology*, 1992-1995
- * Manuscript Reviewer, *Review of Educational Research*, 1998
- * Manuscript Reviewer, *Applied Psychological Measurement*, 2003-present

- * Member, Chair, AERA E. F. Lindquist Award Committee, 2008-2010
- * Member, Chair, AERA Palmer O. Johnson Award Committee, 2006-2008
- * Member, AERA Outreach and Professional Liaison Committee, 2001-2004
- * Member, AERA Review of Research Award Committee, 1991-1993
- * Member, AERA Publications Committee, 1992-1995
- * Member, NCME Nominations Committee, 2001-2002
- * Member, NCME Standards and Test Use Committee, 1995-1999
- * Member, NCME Career Award Committee, 1999-2000
- * Chair, NCME Standards and Test Use Committee, 2008-present
- * Co-Chair, Joint Committee on Testing Practices, 2003-2006

- * Editorial Board, *Journal of Educational Measurement*, 2003-2008
- * Editorial Board, *Educational Researcher*, 2007-2009
- * Editorial Board, *Educational Measurement: Issues and Practice*, 2003-2008
- * Editorial Board, *Applied Measurement in Education*, 2001-present
- * Editorial Board, *Educational and Psychological Measurement*, 2004-present
- * Editorial Board, *Home School Researcher*, 1990-present
- * Editorial Board, *NCME Newsletter*, 1999-2003
- * Editor, special issue on vertically moderated standard setting, *Applied Measurement in Education*, 2005

- * Member, Smarter/Balanced Assessment Consortium Technical Advisory Panel, 2010-
- * Member, National Assessment Governing Board (NAGB), 2007-2009
- * Member, United States Department of Education, Advisory Council on Education Statistics, 2001-2003
- * Member, United States Department of Education, National Technical Advisory Council, 2008-2009
- * Member, National Advisory Committee, Buros Institute of Mental Measurement, 2004-present
- * Contributor, *Standards for Educational Evaluation of Students* (Joint Committee on Standards for Educational Evaluation)
- * Member, NCME Ad-Hoc Committee on ITEMS publication, 2000-2002.
- * Elected Member, Vice-President, Sylvania (OH) Public Schools Board of Education, 1997-1999
- * Advisory Board, National Home Education Research Institute, 1990-present
- * Member, North American Business Research Advisory Board, University of Toledo, 1996-1999

- * Awardee, Buros Institute for Mental Measurement, *Distinguished Reviewer Award*, 2005
- * Awardee, AERA Division D award for *Significant Contribution to Educational Measurement and Research Methodology*, 2006
- * Awardee, NCME Award for *Outstanding Dissemination of Educational Measurement*

BOOKS, BOOK CHAPTERS, and MONOGRAPHS

Cizek, G. J. (Ed.) (in preparation). *Setting performance standards: Foundations, methods, and innovations*. New York: Routledge.

Cizek, G. J., & Natriello, G. (Eds.). (in preparation). *Handbook of teacher evaluation*. Thousand Oaks, CA: SAGE.

Cizek, G. J., & Rosenberg, S. L. (2011). Psychometric methods and high stakes assessment: Contexts and methods for promoting ethics in testing. In A. T. Panter & S. Sterba (Eds.), *Handbook of ethics in quantitative methodology* (pp. 211-240). New York: Routledge.

Cizek, G. J., Rosenberg, S. L., & Koons, H. K. (in press). Finding validity evidence: An analysis using *Mental Measurements Yearbook*. In J. A. Bovaird, K. F. Geisinger, & C. W. Buckendahl (Eds.), *High stakes testing in education: Science and practice in K-12 settings*. Washington, DC: APA Books.

Andrade, H., & Cizek, G. J. (Eds.). (2010). *Handbook of formative assessment*. New York: Taylor and Francis.

Cizek, G. J. (2010). An introduction to formative assessment: History, characteristics, and challenges. In H. Andrade & G. Cizek, (Eds.) *Handbook of formative assessment* (pp. 3-17). New York: Taylor and Francis.

Cizek, G. J. (2007). Formative classroom assessment and large-scale assessment: Implications for future research and development. In J. A. McMillan (Ed.), *Formative classroom assessment* (pp. 99-115). New York: Teachers College Press.

Cizek, G. J., & Bunch, M. (2007). Standard setting: A practitioner=s guide to establishing and evaluating performance standards on tests. Thousand Oaks, CA: SAGE.

Cizek, G. J. (2006). Standard setting. In S. M. Downing & T. M. Haladyna (Eds.), *Handbook of test development* (pp. 225-258). Mahwah, NJ: Lawrence Erlbaum.

Cizek, G. J. (2006). Detecting and dealing with academic dishonesty. In W. Buskist & S. F. Davis (eds.), *Handbook of the teaching of psychology* (pp. 238-244). Boston: Blackwell.

Cizek, G. J. (2005). Personal and systemic influences on integrity in testing. In J. O=Reilly (ed.), *Current guidance for integrity in testing: 2005 Proceedings of the National Association of Test Directors* (pp. 1-32). Mesa, AZ: NATD.

Cizek, G. J., & Burg, S. S. (2005). *Addressing test anxiety in a high-stakes environment*. Thousand Oaks, CA: Corwin.

Cizek, G. J. (2005). High-stakes testing: Contexts, characteristics, critiques, and consequences. In R. Phelps (Ed.), *Defending standardized testing* (pp. 23-54). Mahwah, NJ: Lawrence Erlbaum.

Cizek, G. J. (2004). Achievement tests. In C. Spielberger (Ed.), *Encyclopedia of applied psychology* (pp. 41-46). San Diego, CA: Academic.

Cizek, G. J. (2004). Cheating in academics. In C. Spielberger (Ed.), *Encyclopedia of applied psychology* (pp. 307-311). San Diego, CA: Academic.

Books, Book Chapters, and Monographs (continued)

- Cizek, G. J. (2003). *Detecting and preventing classroom cheating: Promoting integrity in schools*. Thousand Oaks, CA: Corwin.
- Cizek, G. J. (2003). Setting performance standards: Selected-response formats. In R. Fernandez-Ballesteros (Ed.), *Encyclopedia of psychological assessment* (pp. 690-695) London: Sage.
- Cizek, G. J. (2003). Educational testing integrity. In J. E. Wall & G. R. Walz (Eds). *Measuring up: Assessment issues for teachers, counselors, and administrators* (pp. 363-386). Greensboro, NC: ERIC Counseling and Student Services Clearinghouse.
- Cizek, G. J., & Page, B. A. (2003). The concept of reliability in the context of automated essay scoring. In M. Shermis & J. Burstein (Eds.), *Automated essay scoring: A cross-disciplinary perspective* (pp. 125-146). Mahwah, NJ: Lawrence Erlbaum.
- Bergin, D. A., & Cizek, G. J. (2001). Alfred Binet. In J. A. Palmer (ed.), *100 great thinkers on education* (pp. 160-164). London, Routledge.
- Cizek, G. J. (Ed.) (2001). *Setting performance standards: Concepts, methods, and perspectives*. Mahwah, NJ: Lawrence Erlbaum.
- Cizek, G. J. (2001). Conjectures on the rise and call of standard setting: An introduction to context and practice. In G. J. Cizek (Ed.), *Setting performance standards: Concepts, methods, and perspectives* (pp. 3-17). Mahwah, NJ: Lawrence Erlbaum.
- Mehrens, W. A., & Cizek, G. J. (2001). Standard setting and the public good: Benefits accrued and anticipated. In G. J. Cizek (Ed.), *Setting performance standards: Concepts, methods, and perspectives* (pp. 477-485). Mahwah, NJ: Lawrence Erlbaum.
- Camilli, G. A., Cizek, G. J., & Lugg, C. A. (2001). Psychometric theory and the validation of performance standards: History and future perspectives. In G. J. Cizek (Ed.), *Setting performance standards: Concepts, methods, and perspectives* (pp. 445-475). Mahwah, NJ: Lawrence Erlbaum.
- Cizek, G. J. (2001). An overview of issues concerning cheating on large-scale tests. In J. O'Reilly (Ed.), *2001 Proceedings of the National Association of Test Directors* (pp. 1-30). Mesa, AZ: NATD.
- Cizek, G. J. (1999). *Cheating on tests: How to do it, detect it, and prevent it*. Mahwah, NJ: Lawrence Erlbaum.
- Cizek, G. J., Kenney, P. A., Kolen, M. J., Peters, C. & van der Linden, W. J. (1999). *An investigation of the feasibility of linking scores on the proposed Voluntary National Tests and the National Assessment of Educational Progress*. Washington, DC: National Assessment Governing Board.
- Cizek, G. J. (Ed.) (1999). *Handbook of educational policy*. San Diego, CA: Academic.
- Cizek, G. J., & Ramaswamy, V. (1999). American educational policy: Constructing crises and crafting solutions. In G. J. Cizek (Ed.), *Handbook of educational policy*. (pp. 497-519). San Diego, CA: Academic.
- Cizek, G. J. (1999). The tale wagging the dog: Narrative and neo-pragmatism in teacher education

and research. In J. Raths & A. McAninch (Eds.). *Advances in teacher education, Vol. 5, What counts as knowledge in teacher education?* (pp. 47-68). Norwood, NJ: Ablex.

Books, Book Chapters, and Monographs (continued)

Cizek, G. J. (1998). *Filling in the blanks: Putting standardized tests to the test*. Washington, DC: Thomas B. Fordham Foundation.

Cizek, G. J. (1997). Learning, achievement, and assessment: Constructs at a crossroads. In G. D. Phye (Ed.), *Handbook of classroom assessment: Learning, achievement, and adjustment* (pp. 1-33). New York: Academic.

JOURNAL ARTICLES and REVIEWS

Cizek, G. J., Bowen, D., & Church, K. (2010). Sources of validity evidence in educational and psychological tests: A follow-up study. *Educational and Psychological Measurement*, 70, 732-743.

Cizek, G. J. (2010). Review of *Measures of Academic Progress*. In R. A. Spies, J. F. Carlson & K. F. Geisinger (Eds.), *Eighteenth mental measurements yearbook* (pp. 327-332). Lincoln, NE: University of Nebraska Press.

Cizek, G. J. (2009). The past of test-based educational accountability. [Review of *The future of test-based educational accountability*]. *Educational Researcher*, 38, 467-468.

Cizek, G. J. (2009). Response to "Accountability testing: Getting situated." *Educational Researcher*, 38, 471-472.

Cizek, G. J. (2009). Reliability and validity of information about student achievement: Comparing the contexts of large-scale and classroom testing. *Theory Into Practice*, 48, 63-71.

Cizek, G. J., Rosenberg, S., & Koons, H. (2008). Sources of validity evidence for educational and psychological tests. *Educational and Psychological Measurement*, 68, 397-412.

Cizek, G. J. (2008). Assessing educational measurement: Ovations, omissions, opportunities. [Review of *Educational Measurement*, 4th edition]. *Educational Researcher*, 37(2), 96-100.

Cizek, G. J. (2007). Review of *Mechanical Technician B Examination*. In K. F. Geisinger, R. A. Spies, J. F. Carlson, & B. S. Plake (Eds.), *Seventeenth mental measurements yearbook*. (pp. 518-522). Lincoln, NE: University of Nebraska Press.

Burke, J. N., & Cizek, G. J. (2006). Effects of composition mode and self-perceived computer skills on essay scores of sixth graders. *Assessing Writing*, 11, 148-166.

Cizek, G. J., Crocker, L., Frisbie, D. A., Mehrens, W. A., & Stiggins, R. J. (2006). A tribute to Robert L. Ebel: Scholar, teacher, mentor, and statesman. *Educational Measurement: Issues and Practice*, 25(1), 23-32.

Cizek, G. J. (2005). Review of *TerraNova, Second Edition*. In R. A. Spies & B. S. Plake (Eds.), *Sixteenth mental measurements yearbook* (pp. 1025-1030). Lincoln, NE: Buros Institute of Mental Measurement.

Cizek, G. J. (2005). Adapting testing technology to serve accountability aims: The case of vertically-moderated standard setting. *Applied Measurement in Education*, 18(1), 1-10.

Cizek, G. J., Bunch, M. B., & Koons, H. (2004). Setting performance standards: Contemporary methods. *Educational Measurement: Issues and Practice*, 23(4), 31-50.

Cizek, G. J. (2003). Review of *Woodcock-Johnson III*. In J. C. Impara, B. S. Plake, and R. A. Spies (Eds.), *Fifteenth Mental Measurements Yearbook* (pp. 1019-1024). Lincoln, NE: Buros Institute of Mental Measurement.

Cizek, G. J. (2003). E. *Educational Measurement: Issues and Practice*, 22(1), 40-44.

Cizek, G. J., Hirsch, T., Trent, R., & Crandell, J. (2002). A preliminary investigation of pupil

proficiency testing and state education reform initiatives. *Educational Assessment*, 7(4), 283-302.

Articles and Reviews (continued)

Cizek, G. J. (2001). More unintended consequences of high-stakes testing. *Educational Measurement: Issues and Practice*, 20(4), 19-27.

Cizek, G. J. (2001). Review of *Brigance Comprehensive Inventory of Basic Skills--Revised*. In B. S. Plake & J. C. Impara (Eds.), *Fourteenth mental measurements yearbook* (pp. 172-176). Lincoln, NE: Buros Institute of Mental Measurement.

Cizek, G. J. (2001). Review of *Developmental Indicators for the Assessment of Learning--Third Edition*. In B. S. Plake & J. C. Impara (Eds.), *Fourteenth mental measurements yearbook* (pp. 394-398). Lincoln, NE: Buros Institute of Mental Measurement.

Cizek, G. J. (2001). Detecting and preventing cheating on credentialing examinations. *CLEAR Exam Review*, 12, 14-21.

Cizek, G. J. (2001). Cheating to the test. *Education Matters Journal*, 1(1), 40-47.

Cizek, G. J. (2000). Review of *Contemporary assessment for educators* [book review]. *Journal of Educational Measurement*, 37, 179-185.

Cizek, G. J. (2000). Pockets of resistance in the assessment revolution. *Educational Measurement: Issues and Practice*, 19(2), 16-23, 33.

Cizek, G. J., & Fitzgerald, S. M. (1999). An introduction to logistic regression. *Measurement and Evaluation in Counseling and Development*, 31, 223-245

Cizek, G. J., & Robinson, K. L., & O'Day, D. M. (1998). Nonfunctioning options: A closer look. *Educational and Psychological Measurement*, 58(4), 605-611.

Cizek, G. J. (1998). Review of *Office Skills Series*. In J. C. Impara & B. S. Plake (Eds.), *Thirteenth mental measurements yearbook* (pp. 706-708). Lincoln, NE: Buros Institute of Mental Measurements.

Cizek, G. J. (1998). Review of *Team Development Survey*. In J. C. Impara & B. S. Plake (Eds.), *Thirteenth mental measurements yearbook* (pp. 1002-1003). Lincoln, NE: Buros Institute of Mental Measurements.

Cizek, G. J., Rachor, R. E., & Fitzgerald, S. F. (1996). Teachers' assessment practices: Preparation, isolation, and the kitchen sink. *Educational Assessment*, 3(2), 159-179.

Cizek, G. J. (1996). Setting passing scores. *Educational Measurement: Issues and Practice*, 15(2), 20-31.

Cizek, G. J. (1996). Standard-setting guidelines. *Educational Measurement: Issues and Practice*, 15(1), 13-21, 12.

Cizek, G. J. (1996). The hegemony of the narrative: Reflections on the contours of social science research. *Review of Higher Education*, 19(2), 227-236.

Cizek, G. J. (1995). Review of *Professional Employment Test*. In J. J. Kramer & J. C. Conoley (Eds.), *Twelfth mental measurements yearbook* (pp. 818-820). Lincoln, NE: Buros Institute of

Mental Measurements.

Articles and Reviews (continued)

Cizek, G. J. (1995). Review of *Expressive One-Word Picture Vocabulary Test (Revised)*. In J. J. Kramer & J. C. Conoley (Eds.), *Twelfth mental measurements yearbook* (pp. 374-376). Lincoln, NE: Buros Institute of Mental Measurements.

Cizek, G. J., & Ray, B. D. (1995). An analysis of home education research and researchers. *Home School Researcher*, 11(2), 1-9.

Cizek, G. J., Webb, L. C. & Kalohn, J. (1995). The use of cognitive taxonomies in licensure and certification test development: Reasonable or customary? *Evaluation & the Health Professions*, 18(1), 77-91.

Cizek, G. J. (1995). Crunchy granola and the hegemony of the narrative. *Educational Researcher*, 24(2), 26-28.

Cizek, G. J. (1995). On the limited presence of African-American teachers: An assessment of research, synthesis, and policy implications. *Review of Educational Research*, 65(1), 78-92.

Cizek, G. J. & O'Day, D. (1994). Further investigation of non-functioning options in a multiple choice examination. *Educational and Psychological Measurement*, 54(4), 861-872.

Cizek, G. J. (1994). In defense of the test. *American Psychologist*, 49(6), 525-526.

Cizek, G. J. (1994). The effect of altering the position of options in a multiple-choice examination. *Educational and Psychological Measurement*, 54(1), 8-20.

Cizek, G. J. (1994). Religious education in home schools: Goals/outcomes mismatch? *Religious Education*, 89(1), 43-51.

Cizek, G. J. & Rachor, R. E. (1994). The real testing bias: The role of values in educational assessment. *NASSP Bulletin*, 78(560), 83-93.

Cizek, G. J. (1993). Alternative assessment: Yes, but why? *Educational Horizons*, 72(1), 36-40.

Cizek, G. J. (1993). The mismeasure of home schooling effectiveness. *Home School Researcher*, 9(3), 1-4.

Cizek, G. J. (1993). Testing for learning: A remonstrance [book review]. *Educational Measurement: Issues and Practice*, 12(4), 40-41.

Cizek, G. J. (1993). Reconsidering standards and criteria. *Journal of Educational Measurement*, 30(2), 93-106.

Cizek, G. J. (1993). Some thoughts on educational testing: Measurement policy issues into the next millennium. *Educational Measurement: Issues and Practice*, 12(3), 10-16, 22.

Cizek, G. J. (1993). Rethinking psychometricians' beliefs about learning. *Educational Researcher*, 22(4), 4-9.

Cizek, G. J. (1993). The place of psychometricians' beliefs in educational reform: A rejoinder to Shepard. *Educational Researcher*, 22(4), 14-15.

Articles and Reviews (continued)

Cizek, G. J. (1992). Alternative assessments: Promises and problems for home-based education policy. *Home School Researcher*, 7(4), 13-21.

Cizek, G. J. (1992). Review of *Test of Legible Handwriting*. In J. J. Kramer & J. C. Conoley (Eds.), *Eleventh mental measurements yearbook* (pp. 966-968). Lincoln, NE: Buros Institute of Mental Measurements.

Cizek, G. J. (1992). Review of *VITAL Checklist and Curriculum Guide*. In J. J. Kramer and J. C. Conoley (Eds.), *Eleventh mental measurements yearbook* (pp. 1003-1004). Lincoln, NE: Buros Institute of Mental Measurements.

Cizek, G. J. & Bridges, J. A. (1991). Task analysis: Foundation for a valid examination. *Journal of Nuclear Medicine Technology*, 19(4), 245-246.

Cizek, G. J. (1991). Confusion effusion: A rejoinder to Wiggins. *Phi Delta Kappan*, 73(2), 150-153.

Cizek, G. J. (1991). Innovation or enervation: Performance assessment in perspective. *Phi Delta Kappan*, 72(9), 695-699. Reprinted in K. M. Cauley, F. Linder, & J. H. McMillan (Eds.) (1992), *Annual editions in educational psychology*, 92-93 (pp. 232-236), Guilford, CT: Dushkin; In A. E. Woolfolk (Ed.) (1993), *Readings and cases in educational psychology* (pp. 238-243), Boston: Allyn and Bacon; In K. M. Cauley, F. Linder, & J. H. McMillan (Eds.) (1993), *Annual editions in educational psychology*, 92-93 (pp. 232-236), Guilford, CT: Dushkin; In H. F. Clarizio, W. A. Mehrens, & W. G. Hapkiewicz (Eds.) (1994), *Contemporary issues in educational psychology*, 6th ed. (pp. 256-261), New York: McGraw-Hill; In W. C. Martin & G. Franklin (Eds.), *Analyzing multicultural teaching and learning styles* (pp. 236-245), Dubuque, IA: Kendall-Hunt.

Cizek, G. J. (1990). The case against the SAT: A review and comment [Review of *The Case Against the SAT*]. *Educational and Psychological Measurement*, 50(3), 701-707.

Cizek, G. J. (1990). Home education alternatives vs. accountability: A tractable problem? *Educational Policy*, 4(2), 109-125.

Cizek, G. J. (1989). Norms, standards, and nonsense: Testing policy gone bad. *Home School Researcher*, 5(4), 1-6.

Cizek, G. J. (1988). Applying standardized testing to home-based educational programs: Reasonable or customary? *Educational Measurement: Issues and Practice*, 7(3), 12-19.

OTHER PUBLICATIONS AND REPORTS

Cizek, G. J. (2010, March). Error of measurement: Validity and the place of consequences. *NCME Newsletter*, 18(1). Available at http://www.ncme.org/pubs/pdf/vol_18_num_1.pdf

Cizek, G. J. (2010, 30 March). Eight questions for Gregory Cizek: On the role of testing in America's education system. *The Economist*. Available on-line at http://www.economist.com/blogs/democracyinamerica/2010/03/testing_and_assessment

Cizek, G. J., & Plake, B. S. (2009). *Setting performance standards for the Defense Language Proficiency Tests: Final Report*. Available from the Defense Language Institute, Monterey, CA.

Plake, B. S., Impara, J. C., Cizek, G. J., & Sireci, S. G. (2008, June). *Advanced Placement examinations standard-setting pilot studies: Final report*. Available from The College Board, New York.

Cizek, G. J. (2007). Fostering healthy views about testing. *The Score* [APA Division 5 Newsletter], 29(2), 1, 12.

Linn, R. L., Cizek, G. J., Kolen, M. J., & Swaminathan, H. (2007). *Recommendations to the Delaware Department of Education on the Next Generation of Statewide Assessment System*. Available from Delaware Department of Education, Dover, DE.

Cizek, G. J. (2006, January). Evaluation of College Board Advanced Placement best practices study methodology. Available from The College Board, New York, NY.

Cizek, G. J. (2005, July). *Final report: Review and recommendations related to test security*. Report prepared for the Texas Education Agency, Austin, TX. Available from www.tea.state.tx.us/student.assessment/admin/texasreport.pdf

Cizek, G. J., Engelhard, G. Jr., & Moody, M. (2005, January). *Final report: Review of Delaware Student Testing Program assessments and performance standards*. Available from Office of The Governor, Dover, DE.

Federation of State Boards of Physical Therapy. (2003). *National physical therapy examination (NPTE) commission report*. Alexandria, VA: Author.

New York State Education Department. (2003). *Final report to the New York State Board of Regents and the New York State Commissioner of Education, Independent Panel on Math A*. Albany, NY: Author.

Cizek, G. J. (2003, September 21). High-stakes testing must pass the integrity test. *Memphis Commercial Appeal*, p. A-7.

Cizek, G. J. (2002/2003). When educators cheat. *NAESP Streamlined Seminar*, 21(2), 1-3. [Reprinted as Cizek, G. J. (2003). When teachers cheat. *Education Digest*, 68(6), 28-31.]

Cizek, G. J. (2002). *A report to the Dayton area chamber of commerce on pupil achievement in Dayton area charter schools, 2001-2002 academic year*. Chapel Hill, NC: Author.

Cizek, G. J. (2000, December 6). School politics 101: It's not really about the children. *Education Week*, pp. 35-36.

Other Publications and Reports (continued)

Cizek, G. J. (2000, January/February). Academic Notebook: Standards and Testing, *Michigan Learning*, 11(2), 7-8.

Cizek, G. J. (2000, January/February). A user-friendly guide to standards and testing terms, *Michigan Learning*, 11(2), 9-10.

Cizek, G. J. (1999, December 8). How cartoons and calculators resolved the class-size debate. *Education Week*, pp. 26, 30.

Cizek, G. J. (1999). Give us this day our daily dread: Manufacturing crises in American education. *Phi Delta Kappan*, 80(10), 737-743.

Cizek, G. J. (1998). The assessment revolution's unfinished business. *Kappa Delta Pi Record*, 34(4), 138-143.

Cizek, G. J. (1996). Grades: The final frontier in assessment reform. *NASSP Bulletin*, 80(584), 103-110.

Donmoyer, R., Eisner, E., Gardner, H., Stotsky, S., Wasley, P., Tillman, L., Cizek, G., & Gough, N. (1996). Viewpoints: Should novels count as dissertations in education? *Research in the Teaching of English*, 30(4), 403-427.

Cizek, G. J. (1996, April 17). There's no such thing as grade inflation. *Education Week*, 15(30), 32, 22.

Cizek, G. J. (1996). Voices in education. *Midwestern Educational Researcher*, 9(2), 43.

Cizek, G. J. (1996). Voices in education. *Midwestern Educational Researcher*, 9(1), 34-35.

Cizek, G. J. (1995). The big picture in assessment and who ought to have it. *Phi Delta Kappan*, 77(3), 246-249.

Cizek, G. J. (1995, February). *An evaluation of "An Integrated Curricular Approach to Teaching about the Great Lakes Region, 1993-1994."* Available from Lucas County Office of Education, Toledo, OH.

Cizek, G. J. (1994, December). *An evaluation of nature education/ environmental workshops, 1993-1994.* Available from Lourdes College, Sylvania, OH.

Cizek, G. J. (1994). Voices in education. *Mid-Western Educational Researcher*, 7(4), 35.

Cizek, G. J. (1994, September 21). SAT scores recentered: Baby boomers get a break. *Education Week*, 14(3), pp. 40, 34.

Cizek, G. J. (1994, December 7). S.A.T. recentering redux. [Response] *Education Week*, 14(14), 38.

Cizek, G. J. (1993, November 10). On the disappearance of standards. *Education Week*, 13(10), pp. 32, 24.

Other Publications and Reports (continued)

Cizek, G. J. (1993, March). *Evaluation of General Accounting Office report on national assessment of educational progress achievement levels*. Available from National Assessment Governing Board, Washington, DC.

Cizek, G. J. (1993, May). *Evaluation of Ohio ninth-grade proficiency test technical characteristics*. Columbus, OH: Ohio Legislative Office of Education Oversight.

Cizek, G. J. (1993, September). *Evaluation and comment on National Academy of Education report on National Assessment of Educational Progress achievement levels setting*. Available from National Assessment Governing Board, Washington, DC.

Cizek, G. J. and others (1993, September). *Setting achievement levels on the 1992 National Assessment of Educational Progress in mathematics, reading, and writing: A technical report on reliability and validity*. Iowa City, IA: American College Testing.

Cizek, G. J., Jurs, S. G. & Maynard, J. (1993, April). *Report on content analysis of responses to "Teacher Education and Certification Discussion Guide."* Columbus, OH: Ohio Department of Education, Standards Revision Committee for Teacher Education.

Cizek, G. J. (1992). *Evaluation of the Davenport (IA) Community School District Performance Assessment Program*. Toledo, OH: Author.

Cizek, G. J. & Butman, A. M. (1992). Essentials for teaching EMTs: An instructor's guide to better teaching. In J. D. Heckman (Ed.), *Emergency care and transportation of the sick and injured*, 5th ed., (pp. 247-271). Park Ridge, IL: American Academy of Orthopaedic Surgeons.

Cizek, G. J. (Speaker). (1992). *Conversations about authentic assessment* (Instructional Cassette; Project RP91002002). Charleston, WV: Appalachian Educational Laboratory.

Cizek, G. J. (1992, April 8). From a 'Card-carrying Psychometrician'. *Education Week*, 11(29), p. 27.

Cizek, G. J. (1992). Standardized tests should not be eliminated from schools. In C. P. Cozic (Ed.), *Education in America: Opposing viewpoints* (pp. 51-54). San Diego, CA: Greenhaven.

Cizek, G. J. & Hartnett, S. (1991). Nuclear Medicine Technology ready for task analysis revalidation. *NMTCB News*, 4(1), pp. 2, 4.

Cizek, G. J. (1991). Reasoning about testing. *Educational Digest*, 56(5), 56-58. Reprinted in (1996) *Educated in the USA*, J. Nelson, C. Hass, & S. Greene (Eds.), Dubuque, IA: Kendall/Hunt.

Cizek, G. J., Webb, L. C., & White, A. S. (1990). *Criterion-referenced standard setting: A User's Guide*. Iowa City, IA: ACT Publications.

Cizek, G. J. (1990, April 4). The 'sloppy' logic of test abolitionists. *Education Week*, p. 64. Reprinted in (1996) *Issues in literacy*, J. Nelson (Ed.), Dubuque, IA: Kendall Hunt.

Cizek, G. J. (1990). Sloppy reasoning about testing. *California School Boards Journal*, 49(2), 9-11.

Cizek, G. J. (1990). Using standardized tests to evaluate educational quality. *The Teaching Home*, 8(1), 35-36.

Other Publications and Reports (continued)

Beechick, R., Cizek, G. J., & Bumcrot, C. (1990). Glossary of testing terms. *The Teaching Home*, 8(1), 30.

Beechick, R., Karman, D., & Cizek, G. (1990). Test-taking tips. *The Teaching Home*, 8(1), 31.

Cizek, G. J. (1989). Planning and presenting a lesson. *The Teaching Home*, 7(5), 25-28.

Cizek, G. J. (1989). *GSCORE/EQANAL User's Manual*. Iowa City, IA: American College Testing Program.

Numerous proposals, technical reports, evaluation reports, and research reports.

CONFERENCE PAPERS AND PROFESSIONAL PRESENTATIONS

Cizek, G. J. (2010, November). *Toward a reconceptualization of validity theory: Validation of score inferences and justification of test use*. Invited presentation for inaugural distinguished lecture series, College of Education, University of Texas—Austin.

Cizek, G. J. (2010, October). *Translating standards into assessments: The opportunities and challenges of a common core*. Invited paper presentation to a symposium on Common Core Assessments. Washington, DC: Brookings Institution.

Cizek, G. J. (2010, October). *Reconceptualizing validity and the place of consequences*. Invited keynote address to the ASI Annual Research Conference, Ottawa, Ontario, Canada.

Cizek, G. J., Church, K., & Bowen, D (2010, September). *Sources of validity evidence for educational and psychological tests: A follow-up study*. Poster presented at the UNC School of Education 125th anniversary research symposium, Chapel Hill, NC.

Cizek, G. J., Bowen, D., & Church, K. (2010, May). *Sources of validity evidence for educational and psychological tests: A follow-up study*. Paper presented at the annual meeting of the National Council on Measurement in Education, Denver, CO.

Cizek, G. J. (2009e, November). *Error of measurement: Validity and the place of consequences*. Invited lecture, University of Minnesota, College of Education, Minneapolis, MN.

Cizek, G. J. (2009d, October). *Error of measurement: Reconsidering validity theory and the place of consequences*. Invited address, National Institute of Testing and Evaluation, Jerusalem, Israel.

Cizek, G. J. (2009c, October). *Fundamentals of psychometrics*. Invited presentation to the Federation of State Boards of Physical Therapy, San Diego, CA.

Cizek, G. J. (2009b, October). *Setting performance standards on licensure examinations*. Invited presentation to the Federation of State Boards of Physical Therapy, San Deigo, CA.

Cizek, G. J. (2009a, April). *Reliability and validity of information about student achievement: Comparing large-scale and classroom testing contexts*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Cizek, G. J. (2008, October a). *Error of measurement: Reconsidering validity theory and the place of consequences*. Invited address, 12th annual William E. Coffman Invited Lecture, University of Iowa, Iowa City, IA.

Cizek, G. J. (2008, October b). *An introduction to setting performance standards*. Invited presentation, University of Iowa, Iowa City, IA.

Cizek, G. J. (2008, September). *Test security: A primer and current issues*. Keynote address for the annual meeting of the National College Testing Association, Baltimore, MD.

Cizek, G. J. (2008, June). *State assessment programs and the problem of cheating: How to fail*. Presentation at the National Conference on Student Assessment, Orlando, FL.

Cizek, G. J. (2008, March c). *AERA, unaffiliated organizations, and remora: An introduction to NCME*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Conference Papers and Professional Presentations (continued)

Cizek, G. J. (2008, March b). *Standard setting challenges in the context of augmented achievement testing*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Cizek, G. J. (2008, March a). *The future of educational measurement*. Invited presentation at the annual meeting of the National Council on Measurement in Education, New York, NY.

Cizek, G. J. (2008, February). *Reconsidering the place of consequences in validity theory and practice*. Invited presentation to MetaMetrics, Durham, NC.

Cizek, G. J. (2007f, October). *Fundamentals of test item writing and analysis*. Invited presentation to the University of North Carolina School of Medicine, Chapel Hill, NC.

Cizek, G. J. (2007e, August). *Introduction to modern validity theory and practice*. Invited presentation to the National Assessment Governing Board, McLean, VA.

Cizek, G. J. (2007d, May). *Chronicling and questioning validity: Mental Measurements Yearbook as a context for investigating sources of evidence for high-stakes tests*. Paper presented at the Invitational Conference of the Buros Institute of Mental Measurements, Lincoln, NE.

Cizek, G. J., Rosenberg, S., & Koons, H. (2007c, April). *Sources of validity evidence for educational and psychological tests*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Cizek, G. J. (2007b, March). *Fundamentals of psychometrics*. Invited presentation to the Federation of State Boards of Physical Therapy, Milwaukee, WI.

Cizek, G. J. (2007a, March). *Setting performance standards on licensure examinations*. Invited presentation to the Federation of State Boards of Physical Therapy, Milwaukee, WI.

Cizek, G. J. (2006e, July). *Possibly intended consequences of high-stakes testing*. Keynote address, annual meeting of the New York Schools Data Analysis Group, Saratoga Springs, NY.

Cizek, G. J. (2006f, July). *Setting standards, including vertically-moderated standard setting*. Invited presentation at the annual meeting of the New York Schools Data Analysis Group, Saratoga Springs, NY.

Cizek, G. J. (2006e, April). *Test consequences, test validity, and testing policy*. Symposium presentation at the annual meeting of the American Educational Research Association, San Francisco, CA.

Cizek, G. J. (2006d, April). *Tricks of the trade: Decisions made, risks taken, and opportunities seized by accomplished researchers throughout their careers*. Inhibited presentation at the annual meeting of the American Educational Research Association, San Francisco, CA.

Cizek, G. J. (2006c, April). *A systemic approach to test security*. Paper presented at the annual meeting of the National Council on Measurement in Education, San Francisco, CA.

Cizek, G. J. (2006b, February). *Enhancing test security: A comprehensive approach*. Invited workshop, Association of Test Publishers annual meeting, Orlando, FL.

Conference Papers and Professional Presentations (continued)

Cizek, G. J. (2006a, January). *Enhancing and monitoring Test Security: Individual and systemic aspects*. Invited presentation to the National Council on Education Statistics/Council of Chief State School Officers Joint Conference, LaJolla, CA.

Cizek, G. J. (2005a, August). *Cheating on tests: A systemic perspective*. presentation at the 2nd annual Lexile National Reading Conference, Durham, NC.

Cizek, G. J. (2005b, August). *Testing myths*. Keynote address, 2nd Annual Lexile National Reading Conference, Durham, NC.

Cizek, G. J. (2005c, September). *Psychometrics of the National Physical Therapy Examination*. Invited presentation, annual meeting of the Federation of State Boards of Physical Therapy, Austin, TX.

Cizek, G. J. (2005d, April). *Setting and reviewing the passing standard*. Keynote address, annual meeting Federation of State Boards of Physical Therapy, Austin, TX.

Cizek, G. J. (2005e, April). *Testing myths*. Invited presentation, annual meeting of the American Educational Research Association, Montreal, PQ, Canada.

Cizek, G. J. (2005f, April). *Portrait of the artist as a young psychometrician*. Presentation to the annual meeting of the American Educational Research Association, Montreal, PQ, Canada.

Cizek, G. J. (2005g, April). *Personal and systemic influences on integrity in testing*. Paper presented to the annual meeting of the National Council on Measurement in Education, Montreal, PQ, Canada.

Cizek, G. J. (2005h, April). *A look the other way: From measurement practice to theory*. Presentation to the annual meeting of the National Council on Measurement in Education, Montreal, PQ, Canada.

Cizek, G. J. (2005i, April). *Formative classroom assessment and large-scale testing: The state of the union*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, PQ, Canada.

Cizek, G. J. (2005j, April). *High-stakes testing: Contexts, characteristics, critiques, and consequences*. Paper presented to the annual meeting of the National Council on Measurement in Education, Montreal, PQ, Canada.

Cizek, G. J. (2005k, February). *Individual vs. systemic aspects of cheating: Test score corruption in context*. Invited address, 19th annual Texas Assessment Conference, Austin, TX.

Cizek, G. J. (2004a, November). *High-stakes testing: Myths and consequences*. Keynote address, Florida Educational Research Association annual meeting, Tampa, FL.

Cizek, G. J. (2004b, November). *Setting performance standards: Concepts and methods*. Invited presentation, Florida Educational Research Association annual meeting, Tampa, FL.

Cizek, G. J. (2004c, July). *More unintended consequences of high-stakes testing*. Invited presentation to the Council of Chief State School Officers annual curriculum and assessment conference, Baltimore, MD.

Conference Papers and Professional Presentations (continued)

Cizek, G. J. (2004d, April). *Protecting the integrity of computer-adaptive tests: Results of a legal challenge*. Presentation to the annual meeting of the American Educational Research Association, San Diego, CA.

Cizek, G. J. (2004e, April). *Robert Ebel: Educational statesman*. Presentation to the annual conference of the National Council on Measurement in Education, San Diego, CA.

Cizek, G. J. (2004f, February). *Test cheating: Problems and solutions*. Presentation to the annual conference of the Association of Test Publishers, Palm Springs, CA.

Cizek, G. J. (2003, November). *PhDs say the darndest things (about testing)*. Invited address to the annual meeting of the Virginia Association of Test Directors, Richmond, VA.

Cizek, G. J. (2003a, October). *Three critical issues in assessment*. Invited Keynote Address to the annual meeting of the Arizona Educational Research Organization, Phoenix, AZ.

Cizek, G. J. (2003b, October). *Contemporary methods and issues in setting performance standards*. Invited workshop presentation for the annual meeting of the Arizona Educational Research Organization, Phoenix, AZ.

Cizek, G. J. (2003a, February). *More unintended consequences of high-stakes testing*. Invited address to the Joint Meeting of the Texas Association of Collegiate Testing Personnel and the Texas Annual Assessment Conference, Austin, TX.

Cizek, G. J. (2003b, February). *Consequences of Testing: There=s the rub*. Invited presentation to the Joint Meeting of the Texas Association of Collegiate Testing Personnel and the Texas Annual Assessment Conference, Austin, TX.

Cizek, G. J. (2002, November). *High-stakes testing consequences: There=s the rub*. Invited plenary presentation to the Virginia Association of Test Directors, Richmond, VA.

Cizek, G. J. (2002a, May). *Accountability for what? Rounding out the accountability picture*. Presentation at the Ohio Charter Schools Annual Conference, Columbus, OH.

Cizek, G. J., & Pinkerton, T. (2002b, May). *The Dayton assessment project*. Presentation at the Ohio Charter Schools Annual Conference, Columbus, OH.

Cizek, G. J., & Pammer, M. (2002c, May). *Choosing valid instruments for effective assessment*. Presentation at the Ohio Charter Schools Annual Conference, Columbus, OH.

Cizek, G. J. (2002a, April). *Standard setting using the item mapping approach*. Invited presentation to the Texas State Board of Education, Austin, TX.

Cizek, G. J. (2002b, April). (Re)forming the triennial travesties. Presentation at the annual meeting of the American Educational Research Association, New Orleans, LA.

Cizek, G. J. (2002, February). *Unintended consequences of high-stakes testing*. Invited presentation to the Buffalo area Phi Delta Kappa chapter, Williamsville, NY.

Conference Papers and Professional Presentations (continued)

Cizek, G. J. (2001a, April). *Testing accommodations: Raising a white flag or waving a checkered one?* Symposium presentation at the annual meeting of the National Council on Measurement in Education, Seattle, WA.

Cizek, G. J. (2001b, April). *Disseminating stories in education: Power and the physicist's plea.* Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

Cizek, G. J. (2001c, April). *An overview of issues concerning cheating on large-scale tests.* Paper presented at the annual meeting of the National Council on Measurement in Education, Seattle, WA.

Cizek, G. J. (2001d, April). *Unintended consequences of high-stakes pupil testing programs.* Invited presentation, Virginia Commonwealth University College of Education, Richmond, VA.

Cizek, G. J. (2001a, March). *High-stakes testing and accountability systems: Unintended consequences, unrecognized benefits.* Invited presentation to the New York State Education Department Conference on Validity in Testing, Albany, NY.

Cizek, G. J. (2001b, March). *Accountability and assessment for charter school operators.* Invited presentation to the annual meeting of the New York Charter Schools Association, New York, NY.

Cizek, G. J. (2001c, March). *Elements of an effective assessment component for charter schools.* Invited presentation to the New York Charter Schools Resource Center Conference, New York, NY.

Cizek, G. J. (2001, January). *Unanticipated consequences of high-stakes testing.* Paper presented at the annual North Carolina Department of Public Instruction Accountability Conference, Greensboro, NC.

Cizek, G. J. (2000, November a). *When the alarms should go off when test results are reported.* Presentation to the Education Writers Association, Cleveland, OH.

Cizek, G. J. (2000, November b). *The problem of cheating on tests in education.* Invited keynote address to the Dutch Testing Society, Zutphen, Netherlands.

Cizek, G. J. (2000, September). *Cheating on credentialing examinations: Who, why, how, detecting, and preventing.* Presentation at the annual meeting of the National Council on Licensure, Enforcement, and Regulation (CLEAR), Key Biscayne, FL.

Cizek, G. J., Trent, E. R., Crandell, J., Hirsch, T., & Keene, J. (2000, April). *Research to inform policy: An investigation of pupil proficiency testing requirements and state education reform initiatives.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA. (ED 443 873)

Cizek, G. J. (2000, April). *Factors affecting linkage of the Voluntary National Tests and the National Assessment of Educational Progress.* Paper presented at the annual meeting of the National Council on Measurement in Education, New Orleans, LA. (ED 447 196)

Cizek, G. J. (2000, April). *You do your work and you do my work: Bearing one another's burdens in classroom assessment.* Paper presented at the annual meeting of the National Council on

Measurement in Education, New Orleans, LA.

Conference Papers and Professional Presentations (continued)

Cizek, G. J. (2000, February). *Cheating on tests and its threat to school accountability programs*. Invited presentation to the North Carolina Department of Public Instruction 2000 Accountability Conference, Greensboro, NC.

Cizek, G. J. (1999, April). *The role and uses of assessment in charter schools*. Invited presentation to the New York State Charter Schools Conference, New York, NY.

Cizek, G. J. (1999, April). *(Re)Forming the AERA Annual Meeting*. Address presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Cizek, G. J. & Husband, T. H. (1997, March). *A Monte Carlo investigation of the contrasting groups standard setting method*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Cizek, G. J. (1996a, June). *Developing and evaluating tests for nurse educators*. Invited presentation, Medical College of Ohio, Toledo, OH.

Cizek, G. J., & Fitzgerald, S. M. (1996b, April). *A comparison of group and independent standard setting*. Paper presented at the annual meeting of the American Educational Research Association, New York. [ERIC Document Reproduction Service No. TM025679]

Rachor, R. E., & Cizek, G. J. (1996c, April). *Reliability of raw gain, residual gain, and estimated true gain scores: A simulation study*. Paper presented at the annual meeting of the American Educational Research Association, New York.

Cizek, G. J. (1996d, April). *Statistical detection of answer copying: Getting a focus on the big picture*. Presented at the annual meeting of the American Educational Research Association, New York.

Cizek, G. J. (1996e, April). *Comment on proposed revisions to the AERA/APA/NCME Standards for Educational and Psychological Testing*. Paper presented at the annual meeting of the National Council on Measurement in Education, New York.

Cizek, G. J. (1996f, April). *Yes, but is it research? Should a novel count as a dissertation in education?* Symposium presentation at the annual meeting of the American Educational Research Association, New York.

Cizek, G. J. (1996g, April). *Can we talk? An attempted conversation across research paradigms, purposes and perspectives*. Symposium presentation at the annual meeting of the American Educational Research Association, New York.

Stiggins, R., & Cizek, G. J. (1996h, February). *Assessment: The key to high quality student learning*. Invited presentation to the John P. Rusel Center for Educational Leadership, University of Toledo, Toledo, OH.

Cizek, G. J. (1995, May). *Future directions for the National Assessment of Educational Progress (NAEP)*. Invited paper prepared for the National Assessment Governing Board, Washington, DC.

Cizek, G. J. (1995, April). *Standard setting as psychometric due process: Going further down an uncertain road*. Paper presented at the annual meeting of the National Council on Measurement in Education, San Francisco, CA (ED 384 614).

Conference Papers and Professional Presentations (continued)

Cizek, G. J., Rachor, R. E., & Fitzgerald, S. M. (1995, April). *Further investigation of teachers' grading practices*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA (ED 384 613).

Cizek, G. J. (1995, April). *On the relevance of intelligence: Theory and practice in education*. Remarks presented at symposium presentation, annual meeting of the American Educational Research Association, San Francisco, CA.

Cizek, G. J. & Rachor, R. E. (1995, April). *Nonfunctioning options in multiple-choice tests: A closer look*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Cizek, G. J. (1995, May). *Home school assessment: Obligations, alternatives, and interpretations*. Invited address to the annual meeting of Christian Home Educators of Ohio, Columbus, OH.

Cizek, G. J. (1995, January). *Preparing good tests and using them well*. Invited presentation, Davis College Faculty In-Service, Toledo, OH.

Cizek, G. J. & Rachor, R. E. (1994, October a). *Non-functioning options in multiple-choice tests: Another look*. Paper presented at the annual meeting of the Midwestern Educational Research Association, Chicago, IL.

Rachor, R. E. & Cizek, G. J. (1994, October b). *An empirical investigation of the reliability of gain scores and modified gain scores*. Paper presented at the annual meeting of the Midwestern Educational Research Association, Chicago, IL.

Cizek, G. J. & Rachor, R. E. (1994, October c). *Teachers' grading practices: Who's doing what, and why?* Paper presented at the annual meeting of the Midwestern Educational Research Association, Chicago, IL.

Cizek, G. J. (1994, May). *What is standard setting? Current conceptualizations and future issues*. Invited presentation, Educational Testing Service, Princeton, NJ.

Cizek, G. J. (1994, April). *Whatever happened to the measurement of intelligence?* Symposium presentation at the annual meeting of the National Council on Measurement in Education, New Orleans, LA.

Sun, A., & Cizek, G. J. (1994, April). *Development of an instrument for measuring high school student resistance to schooling*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Cizek, G. J. (1994, February). *Issues in establishing standards of performance for a credentialing program*. Invited presentation to the PES Annual Invitational Conference on Licensure and Certification, Seattle, WA.

Cizek, G. J. (1993, November). *A critical look at the 1992 NAEP achievement levels setting process*. Invited presentation to the National Assessment Governing Board, San Francisco, CA.

Cizek, G. J. (1993, October). *Setting levels: Those little devils*. Invited presentation to the Council of Chief State School Officers, Education Information Advisory Committee Meeting, Alexandria, VA.

Conference Papers and Professional Presentations (continued)

Cizek, G. J. (1993, April). *Home education research: On the right road?* Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA (ED 360 331).

Cizek, G. J., Webb, L. C. & Kalohn, J. (1993, April). *The use of cognitive taxonomies in licensure and certification test development: Reasonable or customary?* Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.

Cizek, G. J. (1993, April). *Cheating on educational assessments: An introduction to frame investigations*. Introductory remarks, session chair, presented at the annual meetings of the American Educational Research Association & National Council on Measurement in Education, Atlanta, GA.

Cizek, G. J. (1993, January). *Constructing and evaluating tests for nurse educators*. Faculty presentation, Mercy College of Nursing, Toledo, OH.

Cizek, G. J. (1992, September). *Evaluating the quality of test items: The good, the bad, and the ugly*. Invited seminar for the University of Toledo Department of Health Promotion and Human Performance, Toledo, OH.

Cizek, G. J. (1992, August). *Utilizing testing data in regular and special education*. Invited seminar presentation for the Ottawa County (Ohio) schools Annual Administrators' Symposium, Avon Lake, OH.

Cizek, G. J. (1992, March). *Issues in educational testing*. Invited address to the University of Toledo Annual Conference on Testing, Toledo, OH.

Cizek, G. J. (1992, January). *Performance assessment: Uses, abuses, excuses*. Keynote address presented to the annual meeting of the Michigan Educational Research Association, Novi, MI.

Cizek, G. J. (1992, January). *Performance assessment: Questions and answers*. Symposium presentation at the annual meeting of the Michigan Educational Research Association, Novi, MI.

Cizek, G. J. (1991, April). *The effect of altering the position of options in a multiple-choice examination*. Paper presented to the National Council on Measurement in Education, Chicago, IL. (ERIC Document Reproduction Service No. ED 333 024).

BOOK/PUBLICATION PROPOSAL REVIEWS

Cizek, G. J. (2009). *Equating groups: Modern matching and other methods*. Routledge.

Cizek, G. J. (2004). *Validity and Accommodations*. Lawrence Erlbaum Associates.

Cizek, G. J. (2002). *Classroom assessment: Enhancing the quality of teacher decision making*. Lawrence Erlbaum Associates.

Cizek, G. J. (2001). *Statistical methods in education and psychology (3rd ed.)*. Allyn and Bacon.

Cizek, G. J. (2000). *The charter school landscape: Politics, policies, and prospects*. Teachers College Press.

Cizek, G. J. (1999). *Issues, research, and recommendations for large-scale Assessment programs*. Lawrence Erlbaum Associates.

Cizek, G. J. (1998). *Testing in American schools: Getting the right answers*. Lawrence Erlbaum Associates.

Cizek, G. J. (1997). *Educational testing and measurement (5th ed.)*. Harper-Collins.

Cizek, G. J. (1995). *Computer-based tutorials on statistical concepts*. Longman.

Cizek, G. J. (1993). *Authentic testing in the classroom*. Harper-Collins.

Cizek, G. J. (1992). *Practical statistics for educators*. Longman.

Erasure Analysis

Submitted by CTB-McGraw Hill

January 22, 2010

With the high-stakes nature of large-scale assessments such as the CRCT, there are times when student's responses, and hence their scores, may not be a true representation of their own abilities. Various activities may take place, such as a student copying from another student's paper, students receiving inappropriate assistance before or during testing, or students' responses altered after testing. To maintain the integrity of the CRCT and the validity of the results, it is important that any such instances be discovered.

The present study investigated student responses on the Reading, English Language Arts, and Mathematics Spring 2009 CRCT that a) were erased and b) changed from wrong to right answers

Reviewers should note that results should only be used to facilitate identification of systematic problems within individual schools. That is, these types of analyses must be supported by additional, collateral information.

Method

The basis for the erasure analysis is to count erasures in items where an answer choice was erased and replaced with another answer choice. Often the data captured is useful for identifying cases of cheating. During erasure analysis, two sets of erasures were analyzed: all erasures and wrong-to-right erasures where an incorrect answer choice was erased and replaced with the correct answer choice. Please note that, for the erasure analyses, all items (either the operational or field-test) were included, as field test items were all embedded in CRCT.

The basic idea underlying the procedure is a statistical test of the null hypothesis (H_0) that the mean number of erasures for a class constitutes a random sample from the state distribution of erasures. The hypothesis is tested against the (right-sided) alternative (H_1) that the mean number is too high to be explained by random sampling. Classes for which H_0 has to be rejected are flagged for further scrutiny. A well-known central limit theorem in statistics tells us that the sampling distribution of mean number of erasures for class i (m_i) is asymptotically normal with mean and standard deviation

$$\text{Mean}(m_i) = \mu \quad (1)$$

$$\text{SD}(m_i) = \frac{\sigma}{\sqrt{n_i}} \quad (2)$$

where n_i and m_i denote the size and mean number of erasures for class i , respectively. In addition, μ and σ denote the mean and the standard deviation of the distribution of the number of erasures of the population of individual students in the state of Georgia.

It is evident in the formula for the state standard deviation that the class flagging criterion for each class is adjusted for the number of test takers in a classroom. For example, if the state mean and SD of erasure count are 1.73 and 2.11, respectively, the flagging criterion for a class size of 20 is adjusted to 3.15 ($1.73 + 3 \frac{2.11}{\sqrt{20}} = 3.15$).

This adjustment ensures that the flagging criterion is equally stringent for classes with considerably different numbers of test takers. In addition, minimizing the probability of false positive (Type I) errors in this statistical test is crucial in this analysis.

The classes were flagged if their m_i was larger than $\mu + 3 \frac{\sigma}{\sqrt{n_i}}$. Statistically, the flagging criterion

set at or above 3σ is conservative. The standard normal table shows that under random sampling the (asymptotic) probability of a sample mean being more than three standard deviations above the population mean is around 0.001. However, rejection of H_0 only tells us that the observed mean number of erasures is unlikely to be the result of random sampling.